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A Survey of 1989-90 Teaching Job Applicants

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A Survey of 1989-90 Teaching Job Applicants

April 1992

Maisy Cheng

Robert S. Brown

Elizabeth Lines

EXECUTIVE SUMMARY

This evaluation was undertaken to answer three questions about the recruitment and selection of elementary and secondary teachers. The questions were:

1. What is the size of the racial minority job applicant pool for teaching positions?

2. Do racial minority job applicants have similar success rates as other job applicants with similar qualifications and experience?

3. What are the major sources of information for job vacancies for white and non-white job applicants?

Applicants for 1989-90 elementary and secondary teaching positions in the Toronto Board were given questionnaires asking them to describe their educational/professional qualifications, racial and ethnic status, and sources of information about TBE teaching vacancies.

Due to the overall low response rate of elementary panel job applicants (38%) and the imbalance of successful (68%) versus unsuccessful respondents (24%), several methods were used to estimate the presence of possible bias in the data. Although the response rate was less of a concern in the secondary panel because of the overall higher response rate (56%) and more uniform response of successful and unsuccessful applicants, similar tests to estimate data bias were also made. The results of these tests indicate that the data is not likely to have been distorted by the response pattern of respondents according to gender or race.

QUESTION 1: What is the size of the racial minority job applicant pool for teaching positions?

This study estimates that 11% of the applicants for elementary teaching positions were members of racial minorities. A quarter (26%) of those who sought secondary teaching positions were non-white. The size of the racial minority job applicant pool for the secondary panel seems to resemble the city's composition (20%) more than that of the elementary panel.

The largest non-white ethnic groups in both panels were East Indian, Chinese, and Caribbean.

QUESTION 2: Do racial minority job applicants have similar success rates as other job applicants with similar qualifications and experience?

In spite of methodological differences between the elementary and secondary surveys, their overall results were quite similar. In both, **the overall success rate of white applicants was around twice that of non-whites**:

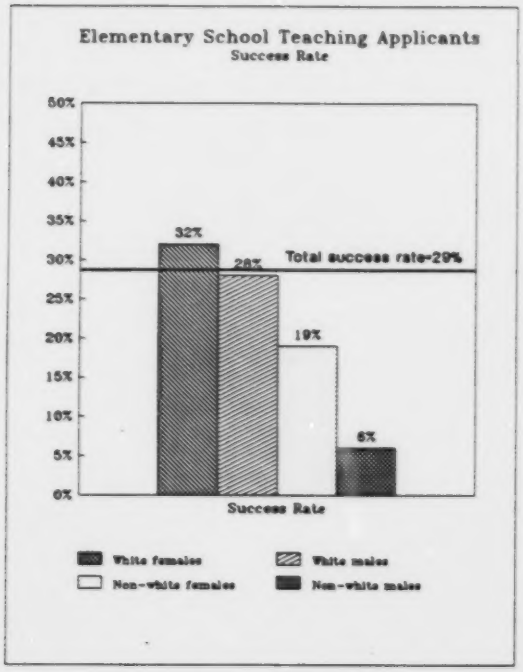
- 31% of whites vs 16% of non-whites in the elementary panel,

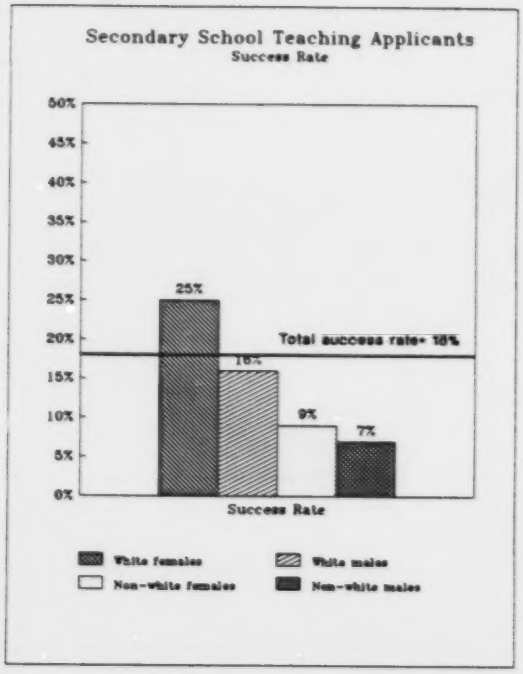
- 21% of whites vs 9% of non-whites in the secondary panel.

Furthermore, when looked at in terms of race **and** gender, a consistent pattern emerges:

- white females had a higher than average chance of success;
- white males an average chance of success;
- non-white females a substantially less-than-average chance;
- non-white males the least chance of success.

This breakdown can be seen in the following figures:





All the detailed findings pointed to one conclusion: in both the elementary and secondary panels, whites consistently experienced higher success rates than non-whites, regardless of the type of academic attainment, type of teaching qualifications, length of teaching experience, and country of training and experience.

QUESTION 3: What are the major sources of information for job vacancies for white and non-white job applicants?

Newspaper classified ads were the major source of information about teaching job opportunities: over half of the elementary panel (51%) and nearly all of the secondary panel (92%) found out about the opportunity through newspapers. Word of mouth was a much less important source of information (28% of elementary applicants and 13% of secondary applicants).

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Chapter 1

INTRODUCTION

History and Origin of the Report

Since 1986, the Toronto Board of Education has published a series of research reports pertaining to the employment of visible/racial minorities. These reports originated mainly from two recommendations proposed by the Race Relations Committee, and approved by the Board in 1984. One recommendation was:

> The Research Department should be requested to devise and administer an instrument which would provide a data base by which the Board's equal opportunity efforts can be measured... (Board Minutes, April 12, 1984, p.329, IV(a)).

The other recommendation was that the Director of Education ensure that there was:

> on-going research into the composition of Board personnel to identify trends or problem areas (Board Minutes, June 28, 1984, p. 623, (k)(iv)).

In response to these two recommendations, six research reports (including the present one) have been prepared under the following topics:

1. A documentation of the number of visible/racial minorities hired and promoted during 1985 (Tsuji, 1986) and 1986 (Cheng, 1987a);

2. An audit of visible/racial minorities in the permanent workforce in 1987 (Cheng, 1987c; 1988);

3. A job applicant survey of those who sought support services positions in 1986 (Cheng, 1987b); (See Appendix 1 for a summary of the key findings.)

4. A survey of job applicants who applied for elementary and secondary teaching positions for the 1989-90 academic year. (Cheng, Brown and Lines, 1992).

The present report represents the last in this series of reports published by Research Services.

Purpose of the Report

The three key questions the present report attempts to answer are:

1. What is the size of racial minority job applicant pool for teaching positions?

2. Do racial minority job applicants have similar success rates as other job applicants with similar qualifications and experience?

3. What are the major sources of information for job vacancies for white and non-white job applicants?

Recruitment and Selection Procedures for Teachers

In order to help the readers better understand the context of the study, the following section has been prepared to provide some background information about the recruitment and selection of new teachers in the Toronto Board of Education.

Procedures for hiring new teachers in the Toronto Board of Education differed between the elementary and secondary panels. The elementary panel primarily employed a centralized system involving "pool" or "group" hirings; the secondary panel used a decentralized system involving individual schools in the interviewing and selection procedures.

Elementary Panel

Invitations to apply for elementary teaching positions for the 1989-90 academic year went out in late 1988 and early 1989 in the following formats:

- classified ads in newspapers, e.g. the *Globe & Mail*, the *Toronto Star*, *La Presse*, *Le Journal de Quebec* (see Appendix 2);

- job postings in the schools;

- local and out-of-town presentations by representatives from the Toronto Board of Education.

Applicants targeted by the Toronto Board of Education were:

- qualified teachers from the general public;

- occasional teachers who had experience working in the Toronto schools;

- students from local faculties of education, e.g. University of Toronto, York University;

- students from the various out-of-town faculties of education, e.g. Kingston, Ottawa, North Bay, New Brunswick, and Montreal.

Faculty of education students were given application forms at the presentations and interviewed on-site, either at the same or a subsequent visit. Other applicants were asked to submit their written applications to the Superintendent--Elementary Staffing. The written applications that arrived at the Central Office were forwarded to the Education Offices. It then became the responsibility of the Education Offices and Special Education department to shortlist, interview

and select applicants for the vacancies. The interview teams were usually made up of school superintendents, principals, and occasionally, vice principals.

Most pool hirings were completed around Spring 1989, although the actual placements of the new hires did not occur until June--after the administrative transfers of existing teachers had been completed.

In addition to pool hirings, there were a small number of hirings by individual schools that occurred after the enrollment figures for September were known. If the Board had a need for extra staff because of increased enrollment, it would advertise the vacancies in the newspaper on a school by school basis. These schools were responsible for shortlisting, interviewing and selecting their own applicants. However, these supplementary hirings were not covered by this survey.

Successful applicants from both the pool and individual hirings were required to come to the office of Elementary Staffing for "documentation". The documentation procedures included verification of the necessary documents, (e.g. teaching certificates), signing of the probationary teacher contract, and explanation of salary and benefits.

Secondary Panel

Job ads for most of the secondary teacher vacancies for the 1989-90 school year went out to newspapers and the schools in the Spring and early Summer of 1989. The office of the Superintendent--Secondary Staffing, was responsible for collecting and coordinating job vacancy information.[1] Each job ad usually consisted of a list of vacancies grouped by school. Job applicants were asked to apply in writing to the school principals rather than to the central office. Examples of job ads for the secondary teacher vacancies appear in Appendix 3.

Schools were responsible for their own shortlisting, interviewing and final selection, and the interview panels were usually comprised of principals, vice principals and department heads. The successful applicants became officially hired by the Toronto Board of Education after documentation procedures were completed in the office of Secondary Staffing.

Similar to the case of the elementary panel, supplementary hirings that took place at other times throughout the 1989-90 academic year to adjust for enrollment needs (shortly after September 30, and semester ends) were not covered in this study.

Changes Since 1989

A number of changes have been implemented since 1989 to facilitate the equitable treatment of job applicants for teaching positions. Please see Appendix 15 (page 64) for a document prepared by the Superintendent-Elementary Staffing and Superintendent-Secondary Staffing outlining the changes.

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1. This step was necessary because the Toronto Board could only hire new teachers into positions which had been cleared for hiring within the mix and match process of the Metro Toronto School Board.

Chapter 2

METHODOLOGY

Since 1987, the Ontario Human Rights Commission has given the Board permission to collect job applicant data as part of its overall employment equity initiative. The set of conditions that the Commission outlined for the Board for handling this kind of data were adhered to in these two surveys of the elementary and secondary teaching job applicants (see Cheng, 1987b, p.32).

Data Collection Procedures

Elementary Panel

After consulting and negotiating with the elementary school superintendents about different methods of distributing the survey forms, the following two procedures were employed:

- In the situation of the successful applicants, the questionnaire was offered at the time when the new hires signed the probationary teaching contract in the office of the Superintendent--Elementary Staffing. The questionnaire was generally completed at that time and forwarded to Research Services via internal Board mail.

- In the case of applicants not interviewed, or interviewed but not hired, the office/department which handled the applications was responsible for mailing the questionnaire along with the letter of rejection.[2] A stamped return envelope addressed to Research Services was enclosed with the questionnaire in the mailing.

The two different ways the questionnaires were returned to Research Services -- external mail for the unsuccessful applicants and internal mail for the new hires -- have been used as a crude way of determining the hiring status of the applicants in cases where names were not volunteered on the returned questionnaires. Follow-up mailing was done by Research Services exclusively, after addresses of the applicants were obtained from the Education Offices or Special Education Department. (See Appendix 4.)

Meanwhile, each of these offices and the Special Education Department periodically compiled a record of applicant names, applicant sources (e.g., occasional teacher pool, FEUT) and applicant success status (e.g. hired, interviewed only) for submission to one co-ordinating Education Office. This one office then organized the information into an overall Hiring Summary and mailed that to Research Services regularly. This continued until the end of June 1989, at which time most of the hiring for September 1989 had been completed. The Hiring Summary was useful in providing the base number for calculating the survey's response rate, and in verifying certain results from the survey.

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2. Even though this procedure was not conducive to encouraging the applicant to respond, it was done to reduce the workload of the Education Offices. An earlier proposal of sending the questionnaires with a letter acknowledging the receipt of the application was not adopted because of the anticipated extra workload for the Education Offices.

Secondary Panel

In the secondary panel, data collection was done centrally by Research Services. All secondary schools which had vacancies during the spring and early summer of 1989 were not required to send the survey forms directly to the job applicants. Instead, they were asked to send in the lists of job applicants with mailing addresses to Research Services.

A master list of job postings provided by the office of the Superintendent--Secondary Staffing, was used by Research Services to follow up on schools that did not send in complete listings of job applicant names and addresses.

Based on the information received from the schools, a master mailing list was constructed by Research Services for questionnaire distribution. Duplicate names were eliminated to avoid multiple mailings to the same applicant.

An ID number was assigned to each of the names on the mailing list and a corresponding blank questionnaire. This system eliminated the need to request names from the respondents on the questionnaire, and was useful in identifying applicants who needed follow-up.

The first mailing of the questionnaires occurred in mid-November, 1989. A reminder/thank-you card was sent out a week later. During the first week of December, a second questionnaire was sent out to those not responding to the first two requests. (See Appendices 5 & 6.)

Survey Questionnaire

Elementary Panel

The questionnaire for elementary teaching applicants was designed to collect data on the applicant's race, qualifications, education and means through which the applicant heard about the vacancies. It was modelled after a previous instrument for job applicants who sought support positions in the Toronto Board of Education. However, the questions on qualifications and formal education were modified to make them more relevant to the teaching situation. In addition, a question on teaching experience was asked. (See Appendix 7.)

Secondary Panel

The questionnaire for the secondary panel, based on the one used for the elementary panel, had been revised by Research Services in consultation with representatives of the secondary principals. (See Appendix 8.) The key changes from the elementary panel questionnaire included:

- re-ordering of the questions on the form to invite greater response;
- the elimination of the question on respondent's name as a result of the ID system described above;
- the inclusion of "Canadian" as a given option, rather than leaving it open-ended for the respondent to write in "Canadian";
- a more specific question on the type of Teacher Certificates;

- a more direct question on the type of academic degree, whether it be Education or non-Education; and

- a different phrasing of the invitation for open-ended comments at the end of the questionnaire, to encourage response.

Data Analysis Methods

Variables

The key dependent variable of the study is the **success rate**, which is defined as:

> **the percent of successful applicants in a group out of the total number of applicants from that group.**

This rate would change from year to year, according to the number of applicants hired by the Board and the number applying.

The independent variables are race, gender, educational attainment, teaching qualifications and teaching experience.

Statistical Procedures

Simple frequency distributions have been used to look at characteristics of the respondents and various other results. In addition, cross-tabulations have been used to examine the relationships between the dependent variable and the independent variables. Depending on the level of analysis, two-way (e.g. race by success rate) three-way (e.g. race by gender by success rate) and four-way cross-tabulations (e.g. race by gender by experience by success rate) have been applied. Chi-square tests have been used to test the significance of the relationships.

As well, analyses were performed on the elementary and secondary samples to see how many whites and non-whites would have been hired, taking into account that whites and non-whites have different distributions of qualifications. (See Appendices 9 and 10.)

Further analyses using a log-linear model have been performed to confirm the results of the various cross-tabulations, and to examine the individual effects and interactions of the variables.[3]

Weighting

In the elementary panel, data were adjusted to correct the uneven response rates of the applicants who were successful (68%) versus those not successful (24%). In order to make adjustments for the underrepresentation of unsuccessful respondents, a weight of 2.8602 has been applied to each observation in this group. Consequently, each unsuccessful respondent has been treated approximately as three subjects in the calculation of statistics. (See Appendix 11 for details of the weighting.)

In the secondary panel, the response rates of the successful and unsuccessful applicants were similar, therefore, no adjustment of the data was necessary.

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3. Such results are not presented in the report, but will be available upon request.

Chapter 3

ELEMENTARY PANEL: RESULTS

A. Response Rate

Of the 954 survey forms distributed, 307 questionnaires were offered to the successful applicants at the Central office, and 647 were mailed to the home addresses of the unsuccessful applicants. (See Table A, Appendix 12.) A total of 363 (38%) questionnaires were returned: 209 (68%) from the successful applicants, and 154 (24%) from those not hired by the Board. (See Table 1, p. 10.)

B. Representativeness of the Respondents

The overall low response rate of 38% in the elementary panel, and the difference in response rates between successful (68%) and unsuccessful applicants (24%) have great potential for sample bias. According to Prof. Richard Wolfe, "in any survey, non-response casts doubts about the quality of the inferences that can be made about the responses obtained. The danger is that the non-responding population is somehow different from the responding population." Consequently, a number of analyses were done to ascertain the representativeness of those who returned the questionnaire.[4]

The first analysis compared the proportions of applicants with Chinese and South Asian (e.g. East Indian, Pakistani) last names on the mailing list with the proportion of applicants who self-identified themselves as Chinese and South Asians among the samples.[5] The percentage distributions of Chinese and South Asians on the master list (6 percent) and the sample list (6 percent) were found to be identical. It is possible that the other non-white groups may have responded in a different fashion; however, they accounted for less than half of the non-white applicants, and therefore would not have influenced the total sample in an undue fashion.

A second analysis of Chinese and South Asians by success status, also shows no significant difference between the sample and the master list. The percent of successful applicants of such ethnic origins were 3% on the master list and 4% on the sample list. The percentages of unsuccessful applicants from these ethnic groups were 8% in the total sample and 9% in the return sample.

Thirdly, an analysis was done to check the last name distribution of unsuccessful applicants in the sample, against that of unsuccessful applicants on the mailing list. The findings indicate

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4. According to E.R. Babbie, a demonstrated lack of response bias is thought to be more important than a high response rate. See *The Practice of Social Research* (Belmont, Calif.: Wadsworth Publishing Co. 1979), p. 335.

5. As will be seen below, Chinese and East Indian were the two largest non-white ethnic groups in the sample. It was, however, difficult to identify unique names from the third largest ethnic group, those of Caribbean origin. Although the use of last names to identify Chinese and South Asian applicants on the master list has its limitation due to interracial marriages, however, marriages of these two groups of non-white females with white males will likely be counter-balanced by marriages of white females with Asian males.

that the subgroup who returned the questionnaires resembled the larger group of unsuccessful applicants in the Hiring Summary in terms of distribution by initial letter of family name. No significant difference was found.

Lastly, a comparison of Table 1, p. 10 with Table A, Appendix 12, shows that the gender distribution of respondents resembled that of all job applicants listed in the Hiring Summary. Among the unsuccessful applicants who received the survey forms, there were 73% female and 22% male. Similarly, the gender breakdown for the unsuccessful respondents was 78% female and 21% male (see Table 1, p. 10). A chi-square test demonstrated no significant differences between the two distributions.

Table 1: Gender Distribution of Respondents by Hiring Status*

Gender	Hired		Not Hired		Total	
Male	34	(16%)	32	(21%)	66	(18%)
Female	175	(84%)	121	(78%)	296	(81%)
Not known	0	(0%)	1	(1%)	1	(<1%)
Total	209	(100%)	154	(100%)	363	(100%)

Based on this evidence, it would appear that the respondents were not likely biased by gender or race. Nonetheless, because of the high non-response rate of the unsuccessful candidates caution should still be observed in the interpretation of the elementary panel results.[6]

C. Characteristics of the Respondents

Among the respondents who revealed their racial background, 89% (288) described themselves as whites, and 11% (37) identified themselves as non-whites.[7]

The 11% of non-white applicants was much lower than the 20% overall racial minority representation in the City of Toronto in 1990. Even if some of the non-responses about race came from non-whites, the pool of non-white applicants would still be lower than the racial minority composition in the City.[8] Several questions came to mind about this phenomenon, none of which can be answered without further research. The questions are:

- Could there be an underrepresentation of racial minorities with valid teaching certification among the faculty of education graduates, occasional teachers and/or in the general public?
- Could it be that non-white potential applicants did not apply because they felt pessimistic about their chance of success?

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6. It is still possible, though not likely, that Blacks or other smaller non-white groups who were unsuccessful were over represented; we have no evidence one way or another.

7. There were 38 respondents who did not give information on race. The majority (30) of these were successful females.

8. In this study, the terms "non-white", "racial minority" and "visible minority" are interchangeable.

- Could it be that non-white potential applicants did not apply because they were not aware of the opportunities in spite of the Toronto Board's job advertisements in both mainstream and ethnic newspapers in 1989?

A further analysis of the racial groups indicates that half (50%) of the white respondents identified themselves as British/Anglo-Saxon in origin, and 10% as Canadian. The three largest ethnic groups among the non-whites were East Indian (32%), Chinese (24%) and Caribbean (19%).

D. Success Rates of the Respondents

The overall success rate of respondents who gave information on race and gender was 29%. An analysis of success rate by race shows that whites had a higher chance of success than non-whites (31% vs 16%). Figure 1, p. 11 presents the success rates in further details broken down by race and gender:

- 32% of white females were successful (133 out of 422 who applied);
- 28% of white males were successful (28 out of 100 who applied);
- 19% of non-white females were successful (12 out of 63 who applied);
- 6% of non-white males were successful (1 out of 18 who applied).

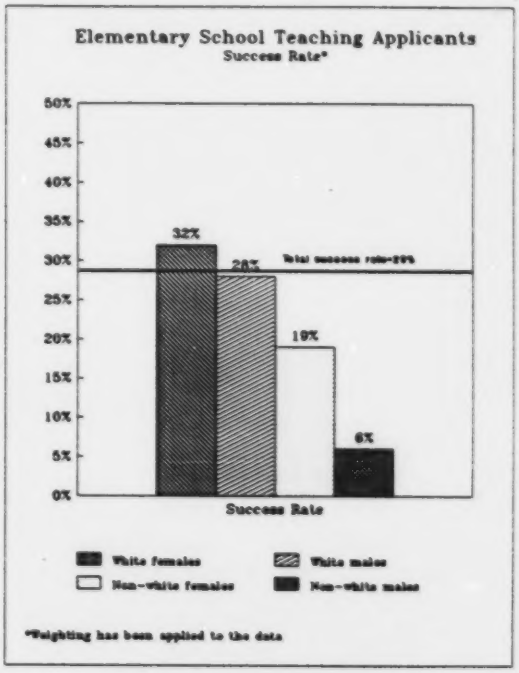

Figure 1: Success Rate

Putting it differently, white females had success rates slightly above the overall success rate, and white males marginally below. If non-whites had been as successful as their white counterparts, then 20 non-white females among the respondents would have been hired instead of 12, and five non-white males would have been hired, instead of one.

Another interesting question worth asking is whether the representation of non-whites among the applicant pool was comparable to their representation among the successful applicants. The results show that while non-whites made up 11% of all elementary teaching applicants, they made up 7% of all successful applicants in this sample. Conversely, whites, who made up 89% of the job applicant pool, represented 93% of all successful candidates.

E. Educational Attainment

When respondents were asked to indicate the highest level of schooling completed, it was found that

- 75% (79% of whites, 51% non-whites) reported four or three year undergraduate degree,
- 19% (15% whites, 45% non-whites) reported a graduate degree (including masters and doctorate),
- 4% (4% whites, 5% non-whites) indicated other accreditation only (e.g. teacher certificate),
- 2% (2% whites, 0% non-whites) did not provide information on educational attainment.

A much higher proportion of white applicants (89%) compared to non-white applicants (60%) received their highest educational training from Canada. Not surprisingly, more whites (52%) than non-whites (35%) went to Ontario for their highest educational training.

Did racial minorities have the same success rate as whites in the same education category? The results show that they had different chances of success in spite of their similarity in education. Whites had substantially higher success rates than non-whites for all educational categories. The success rates for whites and non-whites respectively were:

- 20% vs 14% for the graduate degree category and
- 33% vs 17% for applicants with undergraduate degrees,
- 39% vs 26% for applicants with other accreditations only.

A further analysis of the success rates by race and gender is presented in Figure 2, p. 13. Among job applicants with undergraduate degrees, white females (33% or 113 out of 339) tended to have a slightly better chance of success than white males (31% or 22 out of 71), but a substantially better chance than non-white females (18% or 7 out of 38).[9]

However, the pattern for job applicants with graduate degrees is quite different from the previous one. White males had the best success rate (30% or 6 out of 20), followed by non-white females (19% or 4 out of 21), white females (17% or 10 out of 59) and non-white males (7% or 1 out of 15).

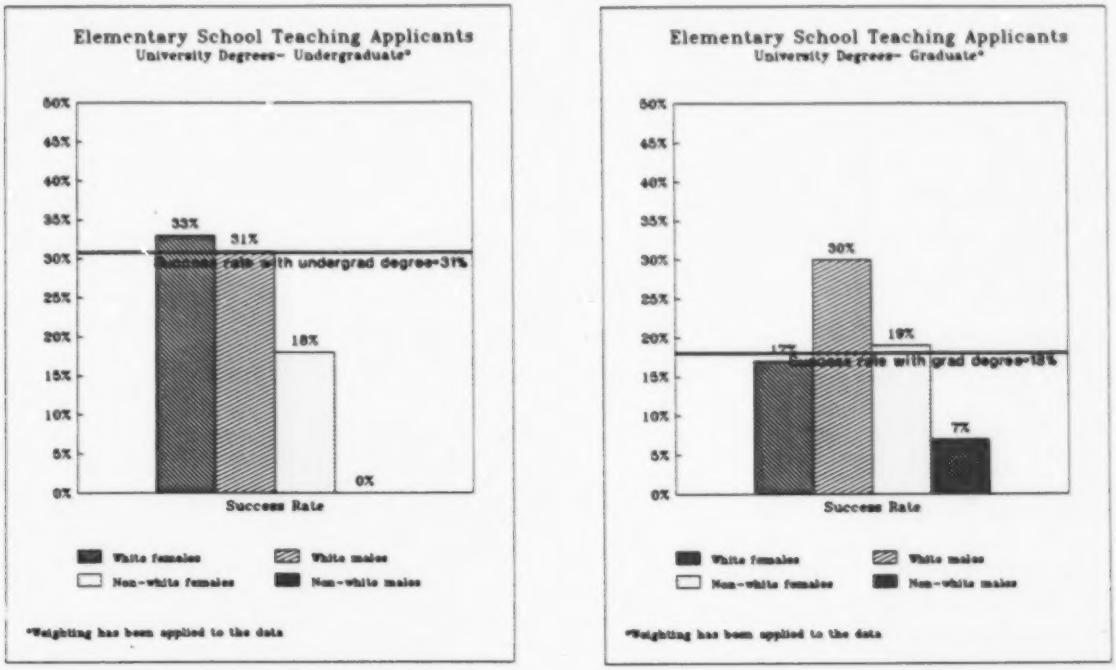

Figure 2: University Degrees -- Undergraduate/Graduate

9. The success rate for non-white males was 0 out of 3. In several breakdowns, the number of non-white males is quite small. In these cases it is difficult to make a definite statement. However, the ranking of race and gender groups across subsamples is quite consistent in cases where the size of non-white males are larger.

F. Qualifications

In addition to specifying the highest educational level obtained, survey participants were asked to list their basic and additional teaching qualifications. Basic qualifications can be divided into "Initial Basic" and "Additional Basic". "Initial Basic Qualifications" are the qualifications to first accompany the Ontario Teacher's Certificate (e.g. Primary /Junior, Junior/Intermediate) earned during pre-service teacher education programs. "Additional Basic Qualifications", on the other hand, are earned following initial teacher training and are identical in substance to the initial basic courses. For the purpose of this study, no distinction was made between Initial Basic and Additional Basic Qualifications.

"Additional Qualifications" refer to courses of specialization which can be pursued following the successful completion of Initial Basic Qualifications. Most of these courses entail three levels: Part I, Part II, and Specialist, to be taken in sequence. Examples of Additional Qualifications might include: Special Education, Part I; English as a Second Language (ESL), Part II; and, Reading Specialist.

Basic Qualifications

When the qualifications were broken down by division, the following distribution was found:

- 59% (58% whites, 67% non-whites) with Primary, Primary/Junior, Primary/Junior/Intermediate, or Primary/Junior/Intermediate/Senior qualifications;
- 15% (17% whites, 4% non-whites) with J, J/I, or J/I/S qualifications;
- 11% (10% whites, 14% non-whites) with I, I/S, or S qualifications;
- 15% (same for both racial groups) with incomplete information.

When respondents were asked about the location where they acquired their Basic qualifications, the following results were found:

- 64% (67% whites, 44% non-whites) from Ontario,
- 22% (23% whites, 18% non-whites) from other provinces,
- 9% (5% whites, 39% non-whites) from other countries and
- 5% (6% whites, 0% non-whites) did not give a response or specific information.

Proportionately more whites (67%) than non-whites (44%) received their basic qualifications in Ontario. Conversely, more non-whites (39%) than whites (5%) acquired their basic qualifications outside of Canada.

Did applicants with basic qualifications from Ontario fare better than their counterparts with teaching qualifications from other Canadian provinces? The findings indicate the location did not matter as long as they were within Canada: success rates for the two were 31% for Ontario and 30% for the rest of Canada. However, if the qualifications were from a foreign country, the chance of success decreased very substantially to 7%. Further investigation of applicants who acquired their teaching qualifications exclusively from a foreign country shows a wide discrepancy in success rates between whites (17%) and non-whites (0%).

Another question that follows is: were racial minority applicants as successful as whites when both had basic qualifications from Ontario? Once again, when the subset of applicants with this condition is selected for further examination, the pattern of whites showing better success rates (32%) than non-whites (20%) emerges.

The rankings of the four gender-racial groups according to success rates also repeat the previous pattern shown in other parts of the report. (See Figure 3, p. 15.) Among applicants with basic qualification from Ontario, the success rates were:

- 33% (95 out of 287) for white females,
- 30% (18 out of 60) for white males,
- 23% (7 out of 30) for non-white females and
- 0% (0 out of 6) for non-white males.

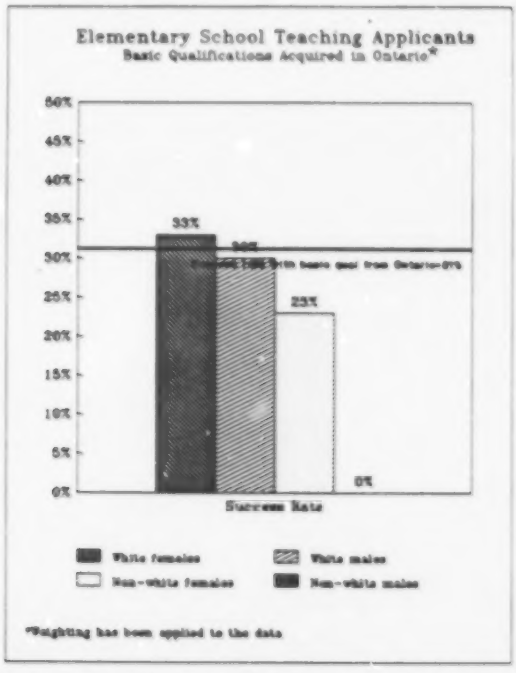

Figure 3: Basic Qualifications Acquired in Ontario

Additional Qualifications

Slightly under half (45%) of all respondents reported at least one additional qualification. They listed a total of 261 courses representing 38 areas of specialization. Special Education (50%), ESL (21%), Primary Education (18%) and FSL (17%) were the four areas most often cited. The percentage of applicants who said they have additional qualifications was somewhat higher among non-whites (53%) than among whites (40%).

Did the presence of at least one additional qualification make any difference in the selection outcome? It appears to have mattered only among white applicants, but not so among non-whites. Within the white group, those with additional qualifications had been selected more often for the job (40%) than their counterparts who did not mention such qualifications (24%). No such difference were observed among non-white applicants.

Further analysis shows that when candidates with one or more additional qualification were isolated, whites had distinctly higher success rates (40%) than non-whites (14%).

Figure 4, p. 16 shows the rankings of the four racial-gender subgroups with additional qualifications:

- o 40% (75 out of 187) for white females,
- o 42% (10 out of 24) for white males,
- o 15% (5 out of 34) for non-white females and
- o 10% (1 out of 10) for non-white males.

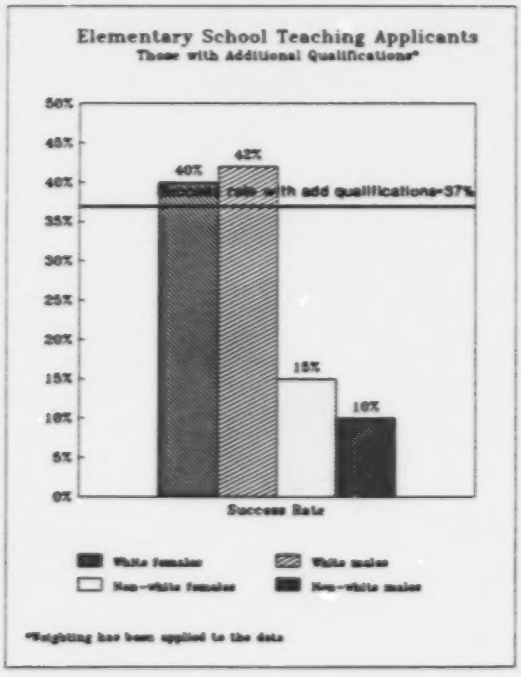

Figure 4: Those with Additional Qualifications

Applicants with multiple qualifications, or two or more additional qualifications, made up 18% of the entire sample (16% among whites and 36% among non-whites). Both racial groups listed ESL Part 2, Special Education Part 1 and Special Education Part 2 most frequently among their multiple qualifications.

Was there a gap in success rates between white and non-white applicants with multiple qualifications? The findings indicate the existence of a considerable gap. When applicants with at least two additional qualifications were selected for further analysis, the success rates for whites and non-whites were 43% and 10% respectively.

The results of the four racial gender groups also replicate findings presented under other topics:

- 44% (31 out of 71) for white females,
- 40% (4 out of 10) for white males,
- 13% (3 out of 23) for non-white females and
- 0% (0 out of 6) for non-white males.

G. Teaching Experience

About three-quarters (73%) of the applicants or 70% of white respondents and 93% of the non-white respondents indicated that they have had some prior teaching experience.

Whites and non-whites exhibited a distinct difference in their length of prior experience. Among non-whites, the majority had 5 or more years of experience (74%). Only 37% of their white counterparts, on the other hand, had 5 or more years of experience.

Applicants with teaching experience

The overall success rate for those applicants with teaching experience was 27%.[10] The length of experience did not seem to have made any difference in the success rate: applicants with under 5 years of experience (28%) had similar success rates to those with over 5 years of experience (26%).[11] However, race seems to have made a difference in the success rate. Among the applicants with prior experience, whites had better chance of success (30%) than non-whites (13%).

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10. Unfortunately, due to the inability to separate those applicants with no experience from those with experience, but did not respond to this particular question, the success rate for those 'with no experience' cannot be determined.

11. Other ways of grouping years of experience (e.g. 1-2 years vs. 3 or more years) confirmed the findings that no relationship existed between experience and success rate.

A further breakdown of the data by the four racial-gender groups with any teaching experience shows the same dominant pattern found in some other variables. Figure 5, p. 18 shows:

- white females had the highest success rate (31%),
- white males second (23%),
- non-white females third (16%) and
- non-white males the lowest success rate (6%).

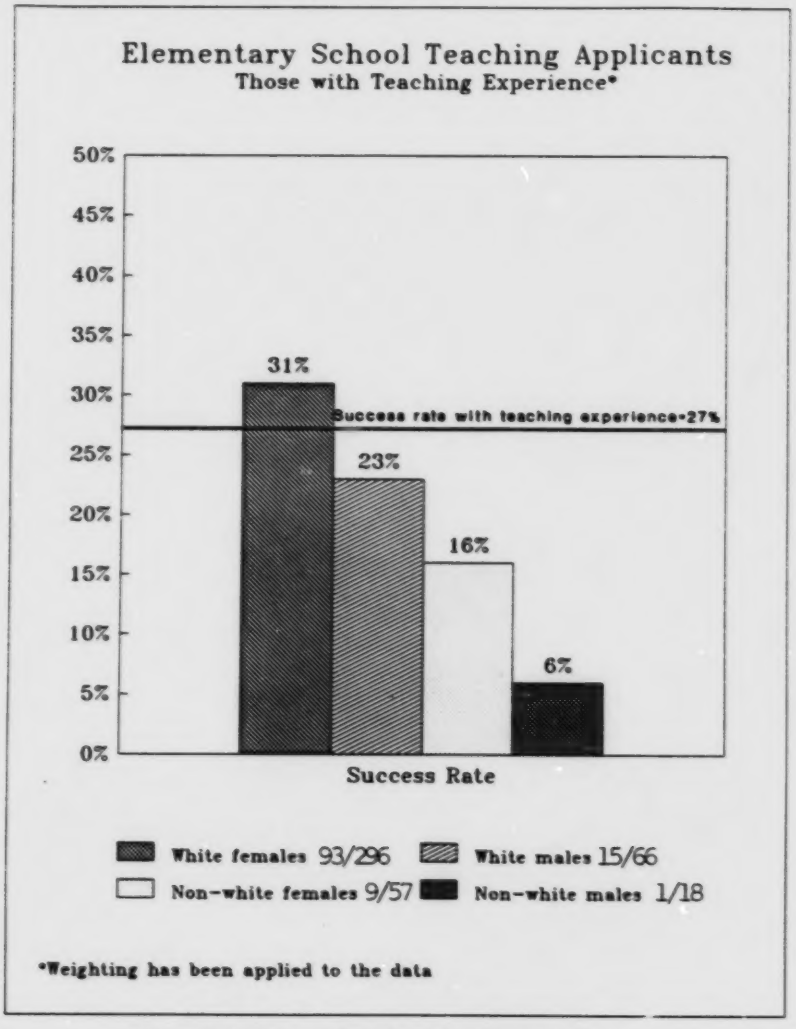

Figure 5: Those with Teaching Experience

Applicants with Ontario teaching experience

When the applicants were categorized according to whether they have Ontario teaching experience, it was found that similar proportions of whites (49%) and non-whites (46%) had Ontario experience.

Within the group of applicants with Ontario experience, whites (34%) succeeded more often than non-whites (16%). The overall success rate for applicants with Ontario teaching experience was 32%.

The success rates of the four subgroups with Ontario experience also replicate the same ranking of the previous section (see Figure 6, p. 19) with white females at 35%, followed by white males (28%), non-white females (19%) and non-white males (0%).

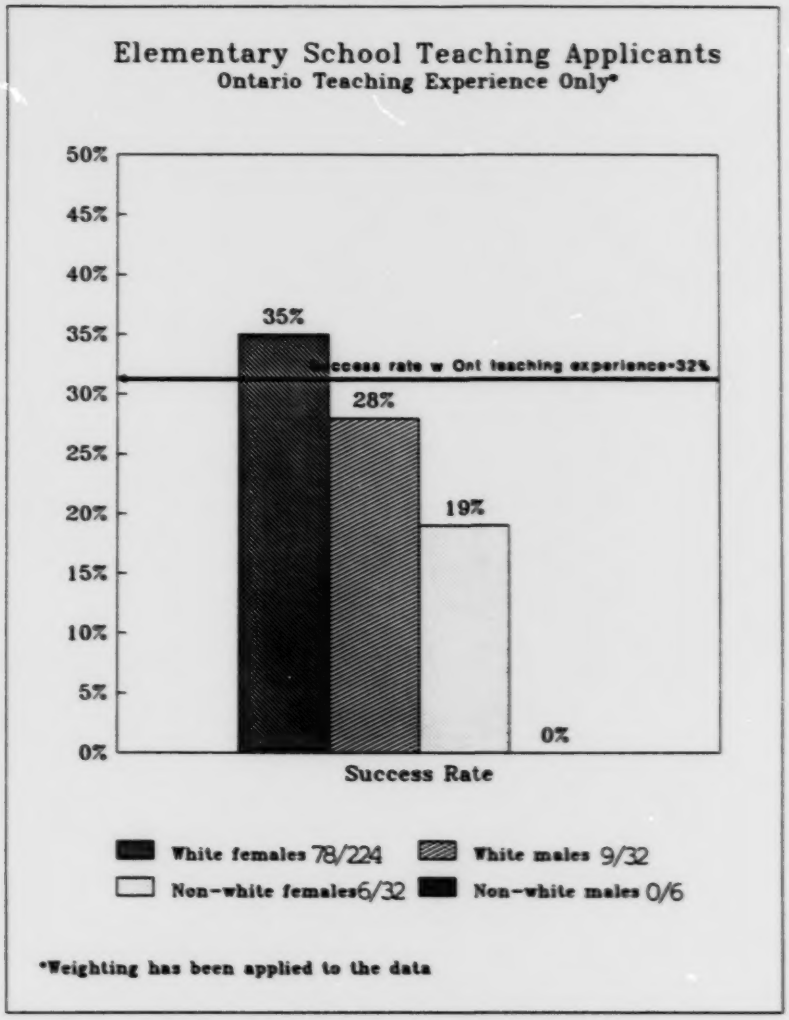

Figure 6: Ontario Teaching Experience only

H. Sources of Information for Job Opportunities

The newspaper classified ads were the major source of information about teaching job opportunities. About half (51%) of all respondents found out about the openings through major newspapers such as the *Globe and Mail* and the *Toronto Star*. (See Table 2, p. 20.)

Table 2: Source(s) of Information Regarding Teaching Positions

Sources	Total (n=363)	White (n=288)	Non-White (n=37)
Newspaper Classified ads	51%	51%	65%
Word of Mouth	28%	29%	24%
Faculty of Education presentation	11%	12%	3%
General Inquiry	9%	8%	11%
Job Postings	8%	8%	8%
Schools/School Officials	7%	8%	3%
Media re: teacher shortage	2%	2%	0%
No information	3%	2%	8%

Note: Some respondents indicated more than one source, therefore total percentage exceeds 100%. The column for "Total" includes "Whites", "Non-whites" and respondents who answered the question on job opportunity sources but gave no information on race.

Whites and non-whites did not differ significantly in the way they obtained job information. In both groups, newspaper was the major source of information, with word of mouth as the second leading source.

A further analysis of the paper read by applicants by race indicated that whites clearly turned to the *Globe and Mail* more often than the *Star* for job information, while non-whites turned to both *Globe and Mail* and *Star* almost as often. (See Table 3, p. 20.)

Table 3: Newspapers Cited as Source(s) of Employment Opportunity Information

Newspaper	Total (n=186)	White (n=147)	Non-White (n=24)
Globe and Mail	54%	58%	33%
Toronto Star	28%	26%	42%
La Presse	6%	5%	8%
Other	4%	4%	4%
Did not specify paper	12%	11%	17%

Note: Of the 186 respondents citing newspaper as their source, some mentioned more than one newspaper, therefore total percentage exceeds 100%. The column for "Total" includes "Whites", "Nonwhites" and respondents who cite newspaper as a source but gave no information on race.

I. Summary of Success Rates - Elementary Panel

Table 4, p. 21 provides a summary of the success rates of elementary teaching applicants by race, educational qualifications and experience.

Table 4: Summary of Success Rates of Elementary Teaching Applicants

	CRITERIA	SUCCESS RATE White (N=288)	Non-white (N=37)
	TOTAL SUCCESS RATE	31%	16%
I	EDUCATION		
	A. Academic Degree		
	Graduate degree holders	20%	14%
	Undergraduate degree holders	33%	17%
	Applicants with other accreditation only (e.g. teacher certificate)	39%	26%
II	QUALIFICATIONS		
	A. Basic Qualifications		
	Holders of Basic Qualifications from Ontario	32%	20%
	B. Additional Qualifications		
	Holders of at least one additional qualification	40%	14%
	Holders of two or more additional qualifications	43%	10%
III	TEACHING EXPERIENCE		
	A. With prior teaching experience	30%	13%
	B. With prior Ontario teaching experience	34%	16%

Chapter 4

SECONDARY PANEL: RESULTS

A. Response Rate

There were 404 completed questionnaires, out of 720 which were sent out. The completion rate of 56% is considered to be high enough to be an adequate sample of the population of applicants for secondary school teaching positions.[12] Altogether, 65% (or 73 of 112) of applicants who were successful in obtaining Board employment returned their questionnaires; 54% (or 331 of 609) of unsuccessful applicants returned their questionnaires.

Although the return rate was high enough to be considered reliable, further checks were done to verify the representativeness of the sample. First, an analysis compared the proportion of Chinese and South Asian last names from the master list with the proportion of applicants who self-identified themselves in the sample as Chinese and South Asians.[13] The combined percentages of Chinese and South Asians on the master list of applicants (14%) and the sample (15%) were almost identical and not statistically different. Secondly, another analysis compared the proportions of male and female applicants on the master list with male and female applicants in the sample. This analysis also found no significant differences between master list and sample.

B. Characteristics of the Respondents

Ninety-eight percent of the sample (N=396) gave information on gender and race.[14] Of these, 58% were female, while 42% were male. This is a greater percent of females than the proportion of female teachers in Toronto secondary schools (46% in 1990). Nearly three quarters of the sample described themselves as belonging to the white racial group (74%), while a quarter described themselves as non-white (26%). This is approximately similar to the Toronto non-white population (20%).

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12. Babbie, E.R., *The Practice of Social Research* (Belmont, Calif.: Wadsworth Publishing Company, 1979), pp. 334-5. The author presented some rough guides about acceptable response rates for analyzing and reporting data from mail surveys. He concluded that 50% is adequate, 60% is good and 70% or more is very good.

13. As will be seen below, these were the two largest of non-white ethnic groups in the sample.

14. This N of 396 will be used in all sections except for "Sources of Information" unless otherwise specified.

Nearly all the white participants described themselves as being Canadian (60%), British (8%)[15] or non-British European (22%) in ethnic origin. Most of the non-white participants were of Chinese (31%), East Indian (18%), or Caribbean (10%) in ethnic origin.

C. Success Rates of the Respondents

The overall success rate for all survey participants was 73 successful applicants out of 404 who applied, or 18%. That is, less than 1 in 5 survey participants who applied actually received a job offer and accepted it.[16]

There was a difference in success of applications, depending on whether the applicants classified themselves as white or non-white. Out of every 100 applicants for secondary teaching positions, 26 were non-white.[17] However, out of every 100 successful applicants, only 11 were non-white.

This can be seen in a comparison of success rates. When broken down according to racial and gender subgroups,

- 25% of white females were successful (46 of 184 who applied);
- 16% of white males were successful (17 of 109 who applied);
- 9% of non-white females were successful (4 of 46 who applied);
- 7% of non-white males were successful (4 of 57 who applied).

Since the overall success rate was 18%, this means that the rate of white females was above the total success rate; the rate of white males was slightly lower; the rate of non-white females was approximately half, and non-white males was less than half, of the overall success rate. (See Figure 7, p. 25.) If non-white females had been hired in the same ratio as white females, 11 or 12 would have been hired instead of four. For non-white males, nine hires (instead of four) would have equalled the white male success rate.

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15. The percentage of white applicants who described themselves as "Canadian" was six times as high as in the elementary school applicant survey (60% in the secondary, 10% in the elementary), although the percentage of those who described themselves as Canadian or British is similar in both. The differences are most likely due to different wordings in the questions. The secondary school applicant survey listed "Canadian" as a written option, whereas participants in the elementary school survey had to write "Canadian" in the space provided for "other" ethnic groups. This may seem like a minor difference but it is not. Survey participants are more likely to circle an already-existing option on a question than to write out an answer.

16. This sample success rate of 18% is slightly higher than that of all job applicants (16%), because the percentage of successful applicants who participated in the survey (65%) was somewhat higher than the number of unsuccessful applicants who participated (55%).

17. That is, 103 non-white applicants out of 396 who gave their race and gender. When given out of the total number in the sample (N=404) this would be 25 applicants out of 100.

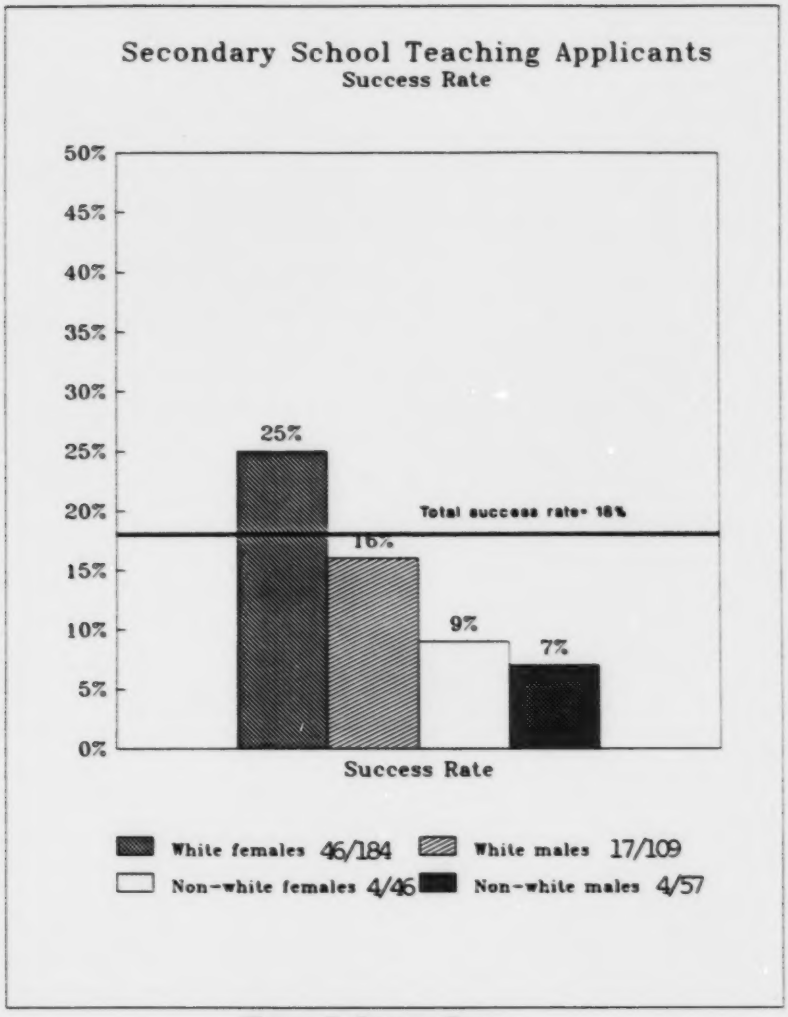

Figure 7: Success Rate

D. Educational Attainment

Respondents were asked to indicate their highest level of schooling. It was found that:

- 62% held an undergraduate degree (67% of white applicants, 48% of non-white applicants);
- 33% held a graduate degree (27% of white applicants, 50% of non-white applicants);
- 5% held other accreditation, such as a Normal School certification or technical certification (6% of white applicants, 2% of non-white applicants).[18]

18. These were out of participants who gave their race and gender (N=396). For an analysis of success taking into account the differences in education between whites and non-whites, see Appendix 11 ("Actual and Expected Hires").

Of those with degrees,[19] whites had substantially higher success than did similarly educated non-whites:

- o 22% vs 8% among applicants with undergraduate degrees;
- o 18% vs 6% among applicants with graduate degrees.

Further analysis of the success rate shows that among those with undergraduate and those with graduate degrees:

- o white females were ranked first-- 27% (34/126) of those with undergraduate degrees, and 20% (10/49) of those with graduate degrees;
- o white males were ranked second-- 13% (9/71) of those with undergraduate degrees, and 14% (4/29) of those with graduate degrees;
- o non-white females were third-- 10% (2/20) of those with undergraduate degrees, and 8% (2/25) of those with graduate degrees;
- o non-white males were fourth-- 7% (2/29) of undergraduate degree holders, 4% (1/27) of graduate degree holders. (See Figure 8, p. 26.)

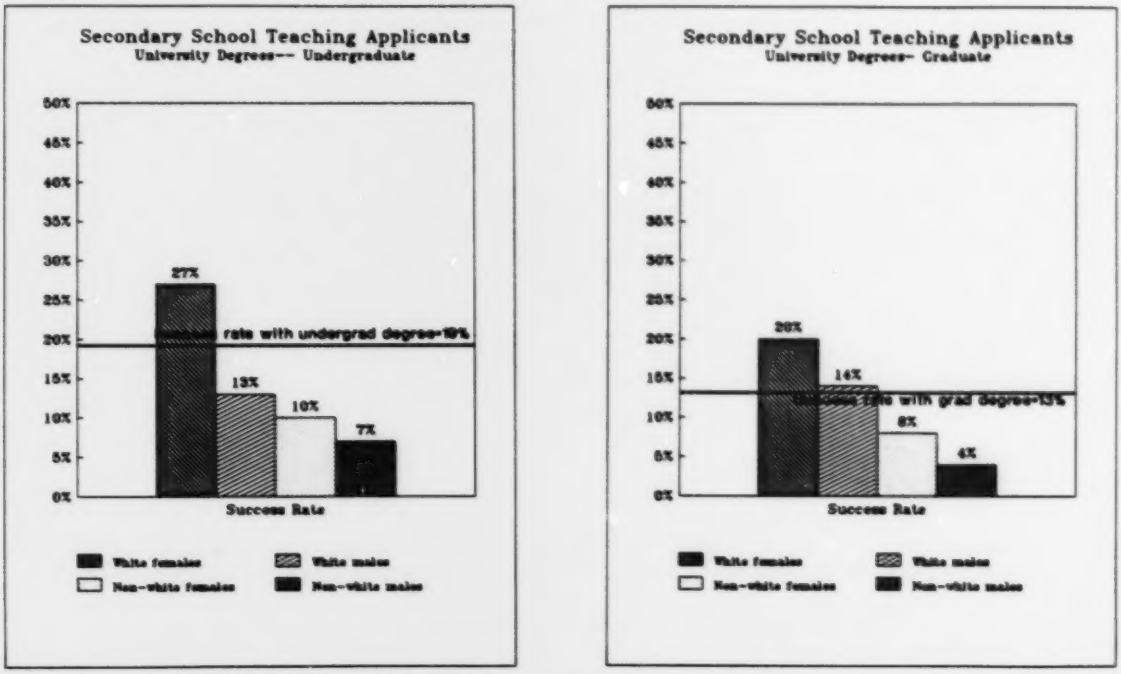

Figure 8: University Degrees -- Undergraduate/Graduate

19. Only two non-white applicants held other accreditation, so further analysis is not included.

E. Qualifications

Ontario Teaching Certificates

The success rate of those with Ontario teaching certificates was significantly higher than the success rate of those with other teaching certificates (for the most part, temporary letters of standing, provisional letters of standing, and permanent letters of standing):

- 21% of those with Ontario teaching certificates were successful (56 of 268 with Ontario teaching certificates who applied);
- 12% of those with other teaching certificates were successful (15 of 128 who applied).

A higher percentage of those who described themselves as white had Ontario teaching certificates (75% of whites versus 46% of non-whites); conversely, a higher percentage of non-whites had the other, less-successful certificates (54% of non-whites versus 25% of whites). However, when **only those with Ontario teaching certificates** are looked at, white applicants were still much more likely to be hired than non-whites (24% of qualified white applicants, versus 9% of qualified non-whites). Furthermore, holding an Ontario teaching certificate did not make a significant difference in success among non-whites: 9% of non-whites with Ontario teaching certificates were successful, while 7% of those without Ontario teaching certificates were successful. In this instance, non-white females were more successful than white males (See Figure 9, p. 27):

- 30% of white females (44 of 146);
- 11% of white males (8 of 75);
- 18% of non-white females (4 of 22);
- 0% of non-white males (0 of 25).

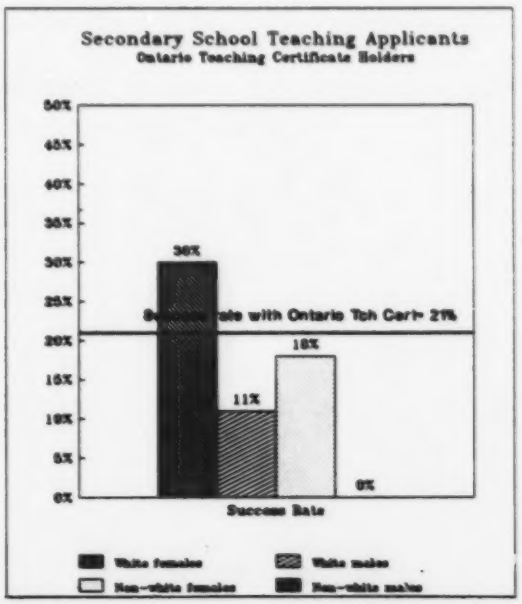

Figure 9: Ontario Teaching Certificate Holders

Teaching Qualifications According to Subject Areas

Most participants were qualified in one or more of five subjects:

- a third of the sample or 33% were qualified in English (38% of whites, 20% of non-whites)
- a fifth (20%) were qualified in Arts (25% of whites, 6% of non-whites)
- a fifth (20%) were qualified in Sciences (13% of whites, 39% of non-whites)
- a sixth (17%) were qualified in Math (13% of whites, 27% of non-whites)
- under a sixth (16%) were qualified in History/Contemporary Studies (18% of whites, 12% of non-whites)

Those with history and science qualifications had a slightly higher chance of getting hired for the 1989-90 academic year (23%), and those with Arts qualifications had a slightly lower chance (15%). However, these differences were not great. (These percentages would change from year to year according to Board requirements and who is applying.) For more detail, see Appendix 13.

White applicants had a much greater chance of successful employment in their field than did non-whites:

- o 21% of whites with qualifications in English, versus 0% of non-whites;
- o 16% of white applicants in the Arts (e.g. dance, music, visual arts) versus 0% of non-whites;
- o 33% of white applicants with Science qualifications versus 13% non-whites;
- o 26% of white applicants with Mathematics qualifications versus 11% non-whites;
- o 25% of white applicants with History qualifications versus 8% non-whites.

In all five of the subject areas, white females had the highest success rate and non-white males had the lowest success rate. In two subject areas, Arts and English, there were no successful non-whites.

In four of five subject areas, white females were ranked first, white males second, non-white females third (or had no successful candidates) and non-white males fourth (or had no successful candidates). This is identical to the overall success rate when organized according to race and gender. (See Figure 10, p. 29.)

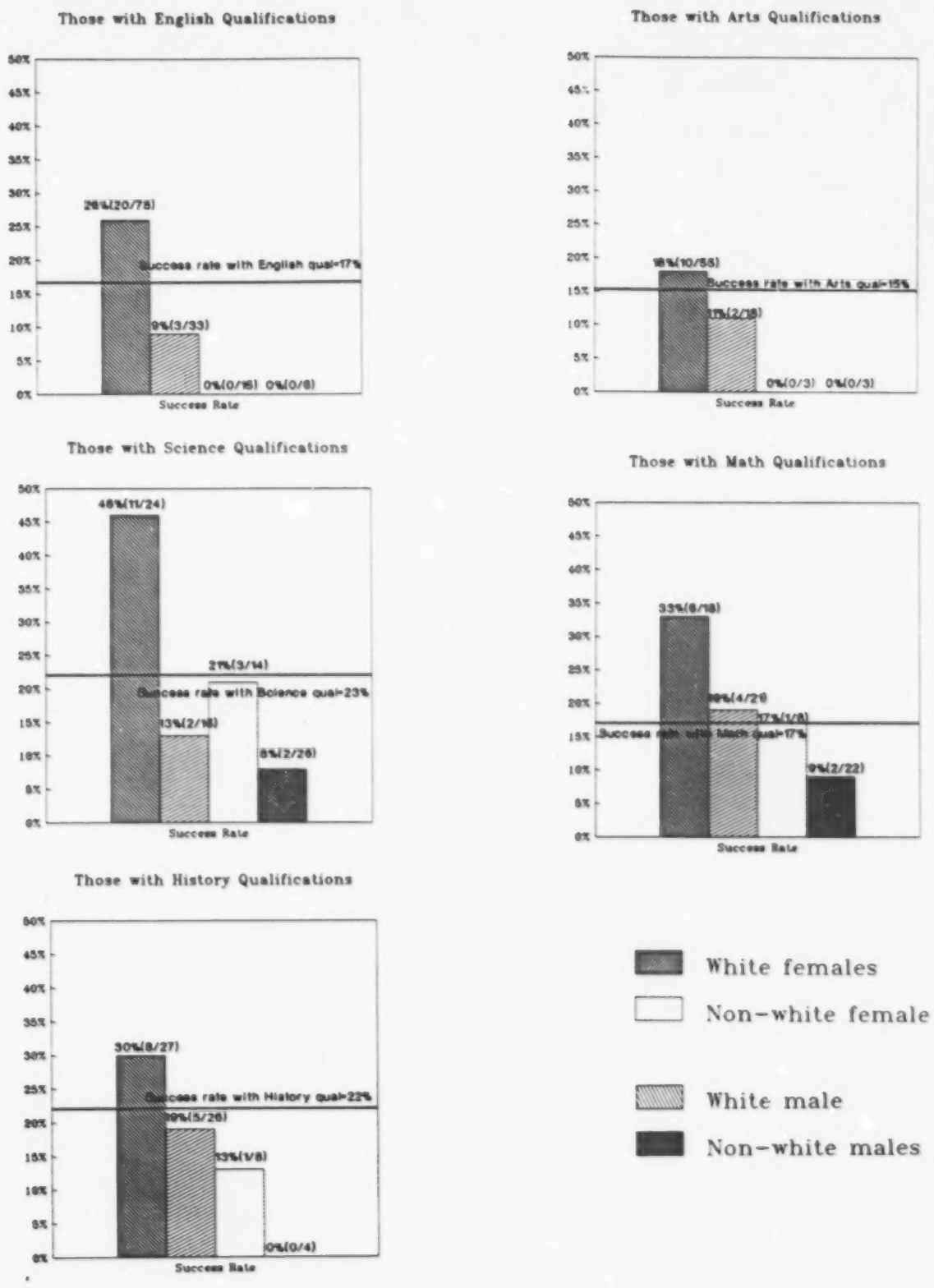

Figure 10: Success Rate: Subject Qualifications

Additional Qualifications

Approximately half the sample (48%) had some sort of additional qualification, such as Honours Specialist, or Special Education Part 1. The difference these qualifications made in the success rate was quite marginal: 20% of those with additional qualifications were successful, compared to 18% of the total sample. Half of white applicants (50%) had these qualifications, slightly more than non-white applicants (43%).

Among those with additional qualifications, the success rate of race and gender subgroups is quite similar to the overall ranking of the complete sample. White applicants with additional qualifications were more likely to be hired than non-white applicants with additional qualifications (25% of whites, 2% of non-whites). White females were most successful (28%), followed by white males (18%), non-white females (4%) and non-white males (0% of 19 with additional qualifications). (See Figure 11, p. 30.)

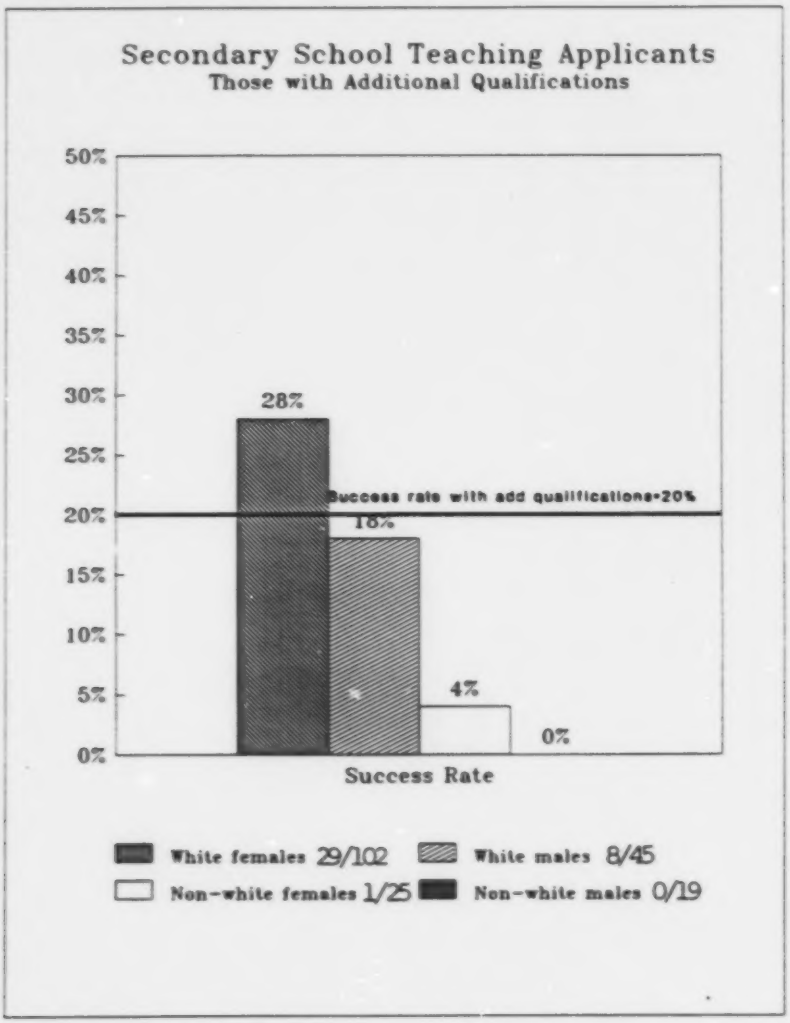

Figure 11: Those with Additional Qualifications

F. Teaching Experience

Over three quarters of participants had some sort of previous teaching experience, with little difference between white and non-white applicants (79% of white applicants and 73% of non-white applicants). Those with 1-4 years of teaching experience had a slightly higher chance of success than those with 5 or more years (23% compared to 15%). Of those with any teaching experience, white applicants were almost three times as successful as non-whites (22% of whites versus 8% of non-whites). White females had the highest success rate (26%), white males were second (16%), non-white females third (10%) and non-white males last (7%). This is similar to the overall success rate when organized according to gender and racial category. (See Figure 12, p. 31.)

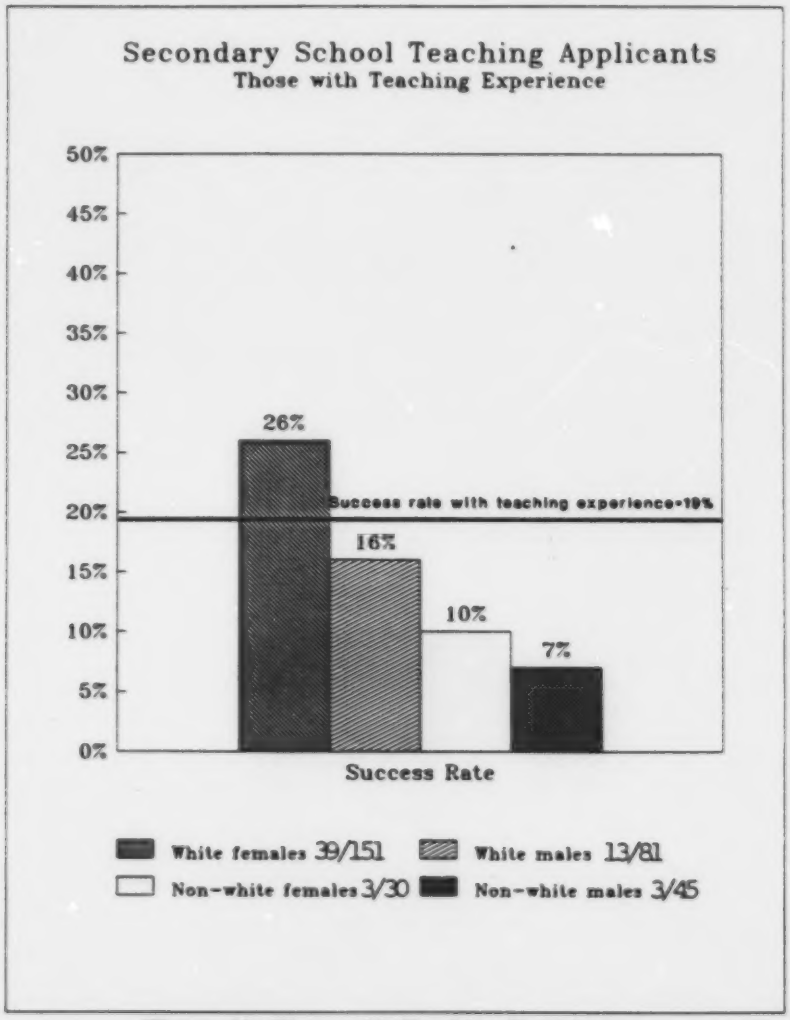

Figure 12: Those with Teaching Experience

Those with Ontario experience had a slightly higher success rate (22% compared to 19% for any teaching background and 18% overall). More white applicants had Ontario teaching experience (68% compared to 46% of non-white applicants). White applicants were much more likely to be hired than non-white applicants with Ontario teaching experience (26%

compared to 6%). White females had the highest rate (29%) followed by white males and (18%) non-white females (14%). There were no non-white males hired with Ontario teaching experience.[20] (See Figure 13, p. 32 and Appendix 10.)

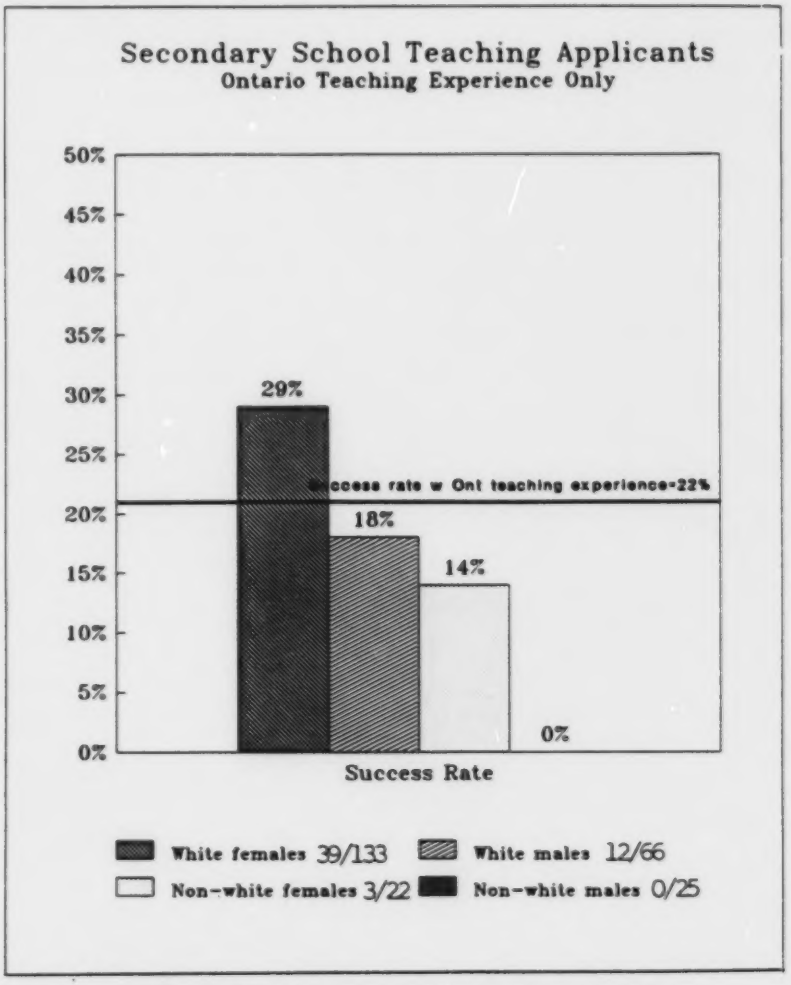

Figure 13: Ontario Teaching Experience Only

As a further analysis, Ontario experience was looked at in more detail. Those with Ontario teaching experience were divided into two tiers: those whose teaching experience was entirely in Ontario, and those who teaching experience was in other provinces or countries as well as Ontario. The pattern seen elsewhere repeated itself in this analysis. Of those with their teaching experience acquired entirely in the Ontario system, 26% of whites were hired, compared with 9% of non-whites. Of those whose teaching experience was acquired in Ontario plus other locations, 23% of whites were successful, compared to 0% of non-whites, (out of 14 non-whites with these qualifications).

As a final measure, an extremely restricted subgroup was examined: those who had an Ontario teaching certificate, with an education degree acquired in Canada, AND with all of their teaching experience acquired in Canada. Thus, to be included in this group, an applicant

20. There were 25 non-white males with Ontario teaching experience.

would have had to have acquired his/her entire teaching education, training, and experience in the Canadian system, plus the training and experience in Ontario as required by the Ontario Teaching Certificate. Of this group, 30% of whites were successful (32 out of 108); 6% (or 1 of 17) of non-whites were successful.

G. Daily Occasional Teaching

Half the sample (52 percent) had sought and received assignments as a daily occasional teacher.[21] The proportions of white and non-white applicants were approximately the same (53% of white applicants, 50% of non-white applicants). This experience did not make a pronounced difference in their success rate (16 percent of those who had sought daily occasional teaching were successful compared to 18 percent of the entire sample). Racial and gender subgroups were successful in a pattern similar to the overall success rate: white applicants with daily occasional teaching experience were more likely to be hired than non-whites with similar experience (19% of whites compared to 6% of non-whites). White females were most successful (23 percent) followed by white males (11 percent), non-white females (8 percent) and non-white males (4 percent). (See Figure 14, p. 33.)

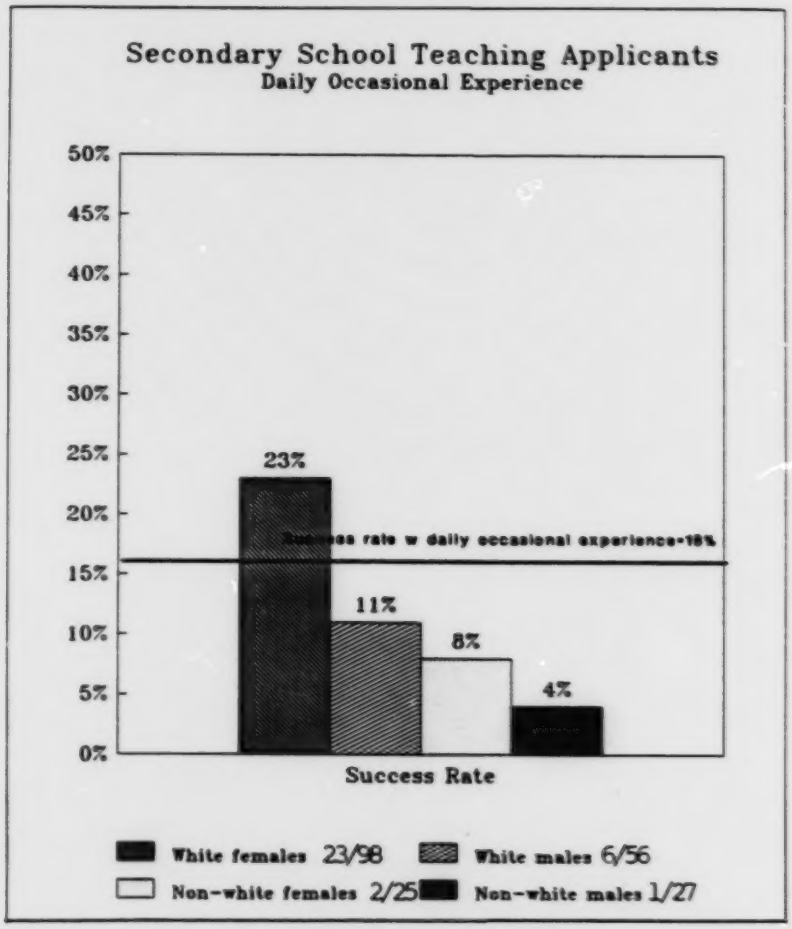

Figure 14: Daily Occasional Experience

21. Almost all of these--199 of 206--had this experience exclusively in Ontario.

H. Sources of Information for Job Opportunities

Newspaper classified ads were the major source of information about secondary teaching opportunities: nearly all (92% of the sample) found out about the opportunity through newspapers. In addition, 13% obtained job information through word of mouth, and 8% obtained information through job postings. Whites and non-whites did not differ significantly in the way they obtained job information. (See Table 5, p. 34.)

Both white and non-white applicants looked to the *Globe and Mail* for job information more than any other paper (70% of whites, 75% of non-whites). The *Star* was a distinctly secondary source of information, used by one fifth of the sample. However, significantly more non-whites than whites cited the *Star* (28% of non-whites compared to 17% of whites). (See Table 6, p. 34.)

Table 5: Source(s) of Information Regarding Teaching Positions

Sources	Total (n=404)	White (n=294)	Non-White (n=106)
Newspaper Classified ads	92%	93%	92%
Word of Mouth	13%	15%	10%
Job Postings	8%	8%	9%
Other	4%	4%	4%

Note: Some respondents indicated more than one source, therefore total percentage exceeds 100%.
The column for "Total" includes "Whites", Nonwhites" and respondents who gave no information on race.

Table 6: Newspapers Cited as Source(s) of Employment Opportunity Information

Newspaper	Total (n=404)	White (n=294)	Non-White (n=106)
Globe and Mail	71%	70%	75%
Toronto Star	20%	17%	28%
Other	13%	14%	9%
No answer	7%	7%	9%

Note: Some respondents mentioned more than one newspaper, therefore total percentage exceeds 100%. The column for "Total" includes "Whites", "Nonwhites" and respondents who gave no information on race.

I. Summary of Success Rates - Secondary Panel

Table 7, p. 35 provides a summary of the success rates of secondary teaching applicants by race, educational qualifications and experience.

Table 7: Summary of Success Rates of Secondary Teaching Applicants

	CRITERIA	SUCCESS RATE	
		White (N=293)	Non-white (N=103)
	TOTAL SUCCESS RATE	21%	9%
I	EDUCATION		
	A. Academic Degree		
	Undergraduate degree holders	22%	8%
	Graduate degree holders	18%	6%
II	QUALIFICATIONS		
	A. Basic Qualifications		
	Holders of Ontario Teaching Certificate	24%	9%
	B. Additional Qualifications		
	Holder of additional qualifications	25%	2%
	C. Subject Areas		
	With qualifications in English	21%	0%
	With qualifications in Arts (.e.g. dance, music, visual arts)	16%	0%
	With qualifications in Science	33%	13%
	With qualifications in Math	26%	11%
	With qualifications in History	25%	8%
III	TEACHING EXPERIENCE		
	A. With prior teaching experience	22%	8%
	B. With prior Ontario teaching experience	26%	6%
	C. With daily occasional experience	19%	6%

Chapter 5

SUGGESTIONS FOR FUTURE RESEARCH

Drawing on the experience of these two surveys, two areas for improvement have been identified for future research.

Data Collection Procedures

The centralized method of distributing the questionnaire by Research Services, as used in the secondary panel, seems to have been more efficient than the decentralized method used in the elementary panel. The latter is difficult to monitor and can become unreliable, especially in busy offices where other priorities come first.

If a decentralized method has to be used, the questionnaire should **not** be enclosed with the letter of rejection, because it has proven to discourage the unsuccessful applicants from returning the questionnaires. Alternatively, an enclosure of the survey form with a letter of acknowledgement soon after the receipt of the application would probably result in a better response rate. In addition, the cover letter of the survey form should emphasize the following points:

- the completed survey forms will go directly to the Employment Equity Office or Research Services (the provision of a stamped, self-addressed envelope will ensure that to happen);
- the data will be housed separately from the recruitment section of Human Resources;
- information about the individual applicants will not be made available to the recruitment section of Human Resources or to other departments which might be in a position to use the information to contravene the provisions of the Ontario Human Rights Code.

Additional Data to be Collected

While this report finds that racial minorities had lower success rate than whites in getting hired, it does not have reliable data on when, or at what stage of the recruitment, racial minorities were blocked. Questions on interview and hiring status -- such as whether applicants were interviewed, interviewed but not hired, or hired -- were not asked on the survey forms. Thus, it is suggested that in all future job applicant surveys, such information be gathered in <u>one</u> of the following ways:

- to include an extra question about the interview and hiring status of the job applicants on the survey form; or
- to ask the education offices, departments or schools responsible for recruiting to provide such information as completely as possible.

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Appendix 1

Key findings of Who Seeks the Work? A Pre-Employment Pilot Survey, 1987

This section highlights the key findings of the report.

- The pool of racial minority candidates seeking appointments in the support services with the Toronto Board of Education in 1986 appeared to be proportional to the racial minority work force in Metro Toronto. While 20% of the external job applicants were non-whites, they represented only 9% of all successful external job applicants.

- The newspapers appear to be the most effective advertising system in reaching potential candidates outside the Board.

- The majority of the applicants who responded to the survey were likely to apply for positions which are traditionally held by their gender.

Appendix 2

Job advertisements - Elementary panel

TORONTO BOARD
OF EDUCATION

155 COLLEGE ST.

CONTRACT TEACHING POSITIONS

Applications are invited from qualified teachers for the following elementary Contract teaching positions

Duties to commence
September 1, 1989

KINDERGARTEN
PRIMARY GRADES
JUNIOR GRADES
PHYSICAL AND HEALTH EDUCATION
MUSIC
SPECIAL EDUCATION

Apply to Michael Charno,
Superintendent — Elementary Staffing,
Toronto Board of Education,
155 College Street,
Toronto, Ontario
M5T 1P6

Applicants for Special Education positions must hold Ministry qualifications, i.e. minimum of Special Education Part II Certificate with appropriate elective

Candidates must demonstrate a willingness and ability to work effectively in a multicultural, multi-racial environment.

Applications should be received in the office of the Superintendent — Elementary Staffing not later than 4.30 p.m. on Wednesday, December 21, 1988.

The Toronto Board of Education is an equal opportunity employer. All qualified applicants may apply and will be considered. It is intended that applicants selected for an interview will be interviewed by a committee.

Appendix 3

Job advertisements - Secondary panel

THE BOARD OF EDUCATION
FOR THE CITY OF TORONTO

CONTRACT TEACHING POSITIONS

The following secondary contract teaching positions are available, effective September 1, 1989. Candidates must demonstrate a willingness and ability to work effectively in a multi-cultural, multi-racial environment.

Applications must be received no later than 4:00 p.m. Friday May 19, 1989.

HARBORD COLLEGIATE INSTITUTE

0.5 Teacher of Histoire (OAC)
(FSL qualifications required, p.m. timetable)

1.0 Teacher of Mathematiques and Mathematics
(FSL qualifications required)

Apply in writing with curriculum vitae to:

P. Douglas Lougheed
Harbord Collegiate Institute
286 Harbord St.
Toronto, Ontario M6G 1G4

HEYDON PARK

0.5 Teacher of Cosmetology
Hairdressing License required, a.m. timetable)

Apply in writing with curriculum vitae to:

Ezzat Armanios
Heydon Park
11 St. Anne's Road
Toronto, Ontario M6J 2C2

HUMBERSIDE COLLEGIATE INSTITUTE

1.0 Teacher of Marketing
Histoire et Clavigraphic
(FSL qualifications required)

Apply in writing with curriculum vitae to:

Robert Lawson
Humberside Collegiate Institute
280 Quebec Avenue
Toronto, Ontario M6P 2V3

OAKWOOD COLLEGIATE INSTITUTE

1.0 Teacher of Geographic et Histoire
(FSL qualifications required)

Apply in writing with curriculum vitae to:

Barry Stroud
Oakwood Collegiate Institute
991 St. Clair Ave. W.
Toronto, Ontario M6E 1A3

The Toronto Board of Education is an equal opportunity employer. All qualified applicants many apply and will be considered. It is intended that applicants selected for an interview will be interviewed by a Committee.

Appendix 4

Follow-up letter for elementary teaching job applicants

Director
Edward N. McKeown
Associate Director - Operations
D. Bruce Snell
Associate Director - Program
Charles W. Taylor
Associate Director - Personnel
Helen I. Sissons
Comptroller of Buildings and Plant
Michael J. Rose
Comptroller of Finance
David S. Paton
Superintendent of Information Services
Linda Grayson

TORONTO BOARD OF EDUCATION

155 College Street,
Toronto, Ontario, M5T 1P6
(416) 596-4931

April 1989

As an Equal Opportunity employer, the Toronto Board of Education is committed to ensuring that its staff is representative of the diversity of the community. This letter represents a second request for your contribution to our attempt to monitor the success of our Equal Opportunity programs. **If you have already completed and returned such a questionnaire, please accept our thanks and ignore this request.** If not, we hope you will participate at this time.

It is important to determine whether qualified people from all racial/ethnic backgrounds are applying for jobs with us. In addition to observing the degree to which the applicants reflect the racial/ethnic backgrounds of our community, we can assess the extent to which those who are hired represent these larger groups. Ultimately, the future of fair employment practices begins with the careful analysis of present practice.

You can appreciate, given the nature of the issues, that this survey must be as complete as possible. The greater the response, the greater the accuracy will be. This is why every response is valuable.

While your participation is entirely voluntary, we request your cooperation in providing the necessary information by completing this form and returning it in the self-addressed envelope to Research Services, Toronto Board of Education. Any comments or suggestions regarding your experience with recruitment and hiring practices of the Toronto Board of Education are welcomed.

You may be assured of complete confidentiality. We have instituted a number identification system for mailing purposes. This is so we can check you off of the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire. **Further, all questionnaires are kept in the Research Services office and are not available to the Personnel Division.**

The Board has been granted permission by the Ontario Human Rights Commission under special program #65 to collect this information.

If you have any questions or need assistance, call:

Alok Mukherjee	Equal Opportunity Office:	591-8213
Elizabeth Lines	Research Services:	591-8287

Your participation is greatly appreciated.

Helen I. Sissons
Associate Director of
Education - Personnel

Appendix 5

Reminder card for secondary teaching job applicants

November 20, 1989

Last week a questionnaire pertaining to characteristics of applicants for teaching positions with the Toronto Board of Education was mailed to you.

If you have already completed and returned it to us, please accept our thanks. If not, please do so today. It is extremely important for the Toronto Board, as an employer committed to Equal Opportunity, to appreciate the makeup of its available workforce.

If by some chance you did not receive the questionnaire, or it got misplaced, please call and I will send another one to you today.

Sincerely

E. Lines

Elizabeth Lines
Research Officer
591-8287

Appendix 6

Follow-up letter for secondary teaching job applicants

Director
Edward N. McKeown
Associate Director - Operations
D. Bruce Sloll
Associate Director - Program
Charles W. Taylor
Associate Director - Personnel
Helen I. Simmons
Comptroller of Buildings and Plant
Michael J. Rose
Comptroller of Finance
David S. Paton
Superintendent of Information Services
Linda Grayson

TORONTO BOARD OF EDUCATION

155 College Street,
Toronto, Ontario, M5T 1P6
(416) 598-4931

December 1, 1989

About three weeks ago, we requested your participation in a survey of applicants for secondary school teaching positions with the Toronto Board of Education. As of today we have not yet received your completed questionnaire.

A meaningful assessment of Equal Opportunity hiring policies must include the analysis of applicant characteristics. Thus, the results of this study are important in determining the efficacy of present hiring procedures. Only an accurate understanding of the present can adequately inform decisions for the future.

Your response is important. While your participation is voluntary, in order for this study to be representative of qualified applicants, each response counts.

We remind you that all replies are received in confidence. In case your questionnaire has been misplaced, a replacement is enclosed.

If you have any questions or need assistance, please call:

Alok Mukherjee, Race Relations Advisor	591-8213
Elizabeth Lines, Research Officer	591-8287

The Board has been granted permission by the Ontario Human Rights Commission under special program #65 to collect this information.

Your cooperation is much appreciated.

Beverley Brophy
Associate Director of
Education - Personnel

Appendix 7

Cover letters and survey questionnaire for elementary teaching job applicants, 1989

Director
Edward N. McKeown
Associate Director - Operations
D. Bruce Small
Associate Director - Program
Charles W. Taylor
Associate Director - Personnel
Helen I. Sissons
Comptroller of Buildings and Plant
Michael J. Bass
Comptroller of Finance
David S. Peters
Superintendent of Information Services
Linda Grayson

TORONTO BOARD OF EDUCATION

155 College Street,
Toronto, Ontario, M5T 1P6
(416) 598-4931

"A"

Survey Form for Elementary School Teaching Job Applicants

As an Equal Opportunity employer, the Toronto Board of Education is committed to ensuring that its staff is representative of the diversity of the community. In order to monitor the success of our Equal Opportunity programs, we need to know whether qualified people from all racial/ethnic backgrounds are applying for jobs with us.

We request your cooperation in providing the information we need by filling out this form and returning the completed form in the self-addressed envelope to Research Services in the Toronto Board of Education.

COMPLETING THIS FORM IS ENTIRELY VOLUNTARY. YOU WILL APPRECIATE THAT THE GREATER THE RESPONSE, THE MORE ACCURATE THE RESEARCH WILL BE. FURTHER, THE INFORMATION WILL BE KEPT IN THE RESEARCH OFFICE AND WILL NOT BE SEEN BY THE PERSONNEL DEPARTMENT.

The Board has been granted permission by the Ontario Human Rights Commission under special program #65 to collect this information.

If you have any questions or need assistance, call:

Alok Mukherjee	Equal Opportunity Office:	591-8213
Maisy Cheng	Research Services:	591-8287
Suzanne Ziegler	Research Services:	591-8287

Thank you for your co-operation and assistance.

Helen I. Sissons
Associate Director of
Education - Personnel

Director
Edward N. McKeown
Associate Director - Operations
D. Bruce Snell
Associate Director - Program
Charles W. Taylor
Associate Director - Personnel
Helen I. Sissons
Comptroller of Buildings and Plant
Michael J. Rose
Comptroller of Finance
David S. Paton
Superintendent of Information Services
Linda Grayson

TORONTO BOARD OF EDUCATION

155 College Street,
Toronto, Ontario, M5T 1P6
(416) 598-4931

"B"

Survey Form for all Successful Candidates for Elementary School Teaching Positions

As an Equal Opportunity employer, the Toronto Board of Education is committed to ensuring that its staff is representative of the diversity of the community. In order to monitor the success of our Equal Opportunity programs, we need to know the racial/gender composition of our new hires in relationship to the composition of our job applicants.

We request your cooperation in providing the information we need by filling out this form.

The Board has been granted permission by the Ontario Human Rights Commission under special program #65 to collect this information.

If you have any suggestions or need assistance, call:

Alok Mukherjee	Equal Opportunity Office:	591-8213
Maisy Cheng	Research Services:	591-8287
Suzanne Ziegler	Research Services:	591-8287

Thank you for your co-operation and assistance.

Helen I. Sissons
Associate Director of
Education - Personnel

1. Your name: _____
(If you do not wish to fill in your name, but are willing to provide the rest of information, please do so).

2. Your sex: _____ Male _____ Female

3. Please specify the Toronto Board teaching position(s) for which you have applied during the Fall/Spring of 1988-1989.

Describe position advertised (e.g. Subject area, level)	School/Education Office for which position was advertised	Effective date of Position
a _____	_____	_____
b _____	_____	_____
c _____	_____	_____
d _____	_____	_____
e _____	_____	_____

4. How did you find out about the job(s)? Please check or fill in the appropriate blank(s).

___ Newspaper; specify which one(s), e.g. Toronto Star: _____

___ Job postings

___ Word of mouth

___ Other; please describe: _____

5a. What is the highest level of schooling you have completed and where?

Level	Within Canada (specify the province)	or Outside Canada (specify the country)
Three-year degree	_____	_____
Four-year degree	_____	_____
Master's	_____	_____
Doctorate	_____	_____
Other, Specify:	_____	_____

5b. List the basic teaching qualification(s) (e.g. Primary, Junior, Intermediate, Senior) you hold and where and when you acquired it(them).

Basic Qualification	Subject(s) (If applicable)	Year Acquired	Within Canada (specify the province)	or Outside Canada (specify the country)
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

5c. List the additional qualification(s) (e.g. Honours Specialist, Special Education Specialist, Library Specialist) you have acquired and where and when you acquired it(them).

Additional Qualifications	Subject(s) (If applicable)	Year Acquired	Within Canada (specify the province)	or Outside Canada (specify the country)

6. Indicate the number of years you have taught since you gained teaching qualifications equivalent to Ontario teaching qualifications and the location(s) in which you taught.

Years	Grade Level	Within Canada (specify the province)	or Outside Canada (specify the country)

7. To what racial group do you belong? (Identify one only, and write the name of your specific racial origin on the appropriate line.)

_____ Black (SPECIFY: e.g. African, Afro-Canadian, Caribbean, etc.)

_____ White (SPECIFY: e.g. Portuguese, English, Greek, etc.)

_____ Native Canadian Indian, Inuit or Metis

_____ East Asian Descent (SPECIFY: e.g. Chinese, Japanese, Korean, etc.)

_____ South Asian Descent (SPECIFY: e.g. East Indian, Pakistani, etc.)

_____ South-East Asian Descent (SPECIFY: e.g. Filipino, Laotian, Malaysian, Vietnamese, etc.)

_____ Other (SPECIFY: if not included above, or any combination of the above).

Appendix 8

Cover letter and survey questionnaire for secondary teaching job applicants, 1989

Director
Edward N. McKeown
Associate Director - Operations
D. Bruce Snell
Associate Director - Program
Charles W. Taylor
Associate Director - Personnel
Helen I. Simons
Comptroller of Buildings and Plant
Michael J. Ross
Comptroller of Finance
David S. Paton
Superintendent of Information Services
Linda Grayson

TORONTO BOARD OF EDUCATION

155 College Street,
Toronto, Ontario, M5T 1P6
(416) 598-4931

November 1989

As an Equal Opportunity employer, the Toronto Board of Education is committed to ensuring that its staff is representative of the diversity of the community. At this time, we request your participation in this study as an **applicant for September 1989** Secondary school teaching positions with the Toronto Board of Education.

Thus, even if you have previously completed and returned such a questionnaire regarding 1988/89 positions, we hope that you will complete and submit the present form.

It is important to determine whether qualified men and women from all racial/ethnic backgrounds are applying for jobs with us. In addition to observing the degree to which the applicants reflect the racial/ethnic backgrounds of our community, we can assess the extent to which those who are hired represent these larger groups. Ultimately, the future of fair employment practices begins with the careful analysis of present practice.

You can appreciate, given the nature of the issues, that this survey must be as complete as possible. The greater the response, the greater the accuracy will be. This is why **every response is valuable**, even if you are seeking employment and/or have become employed elsewhere. While **your participation is entirely voluntary**, we request your cooperation in completing this form and returning it in the self-addressed envelope to Research Services, Toronto Board of Education. Any comments or suggestions regarding your experience with recruitment and hiring practices of the Toronto Board of Education are welcomed.

You may be assured of complete confidentiality. We have instituted a number identification system for mailing purposes. This is so we can check your name off of the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire. **Further, all questionnaires are kept in the Research Services office and are not available to the Personnel Department.**

The Board has been granted permission by the Ontario Human Rights Commission under special program #65 to collect this information.

If you have any questions or need assistance, call:

Alok Mukherjee	Equal Opportunity Office:	591-8213
Elizabeth Lines	Research Services:	591-8287

Your participation is much appreciated.

Beverley Brophy
Associate Director of
Education - Personnel

ID #

WHO SEEKS THE WORK?
A 1989 SURVEY OF SECONDARY TEACHING APPLICANTS

November, 1989

Since this survey is intended to determine the extent to which qualified applicants represent men and women from all racial/ethnic groups, it is essential to request your gender and racial status.

Q-1. Your sex. (Circle number of your answer)

1 MALE
2 FEMALE

Q-2. To what racial group do you belong? (Circle ONE NUMBER ONLY, and SPECIFY your ethnic origin on the appropriate line)

1 BLACK (SPECIFY, eg: African, Afro-Canadian, Caribbean, etc.)_____

2 WHITE (SPECIFY, eg: Canadian, Portuguese, English, Chilean, etc.) _____

3 NATIVE CANADIAN Indian, Inuit or Metis

4 EAST ASIAN DESCENT (SPECIFY, eg: Chinese, Japanese, Korean, etc.)_____

5 SOUTH ASIAN DESCENT (SPECIFY, eg: East Indian, Pakistani, etc.)_____

6 SOUTH-EAST ASIAN DESCENT (SPECIFY, eg: Filipino, Laotian, Malaysian, Vietnamese, etc.)_____

7 OTHER (SPECIFY: if not included above, or any combination of the above)_____

Questions #3 and #4 pertain to current 1989/90 Toronto Board teaching positions advertised in the spring/summer of this year. It is of interest to know how many positions people apply for and how applicants become aware of these positions.

Q-3. If you can recall, please indicate the approximate number of Toronto Board teaching positions (contract positions effective Fall 1989) for which you applied. (Circle number)

1 ONE
2 TWO OR THREE
3 FOUR OR MORE

Q-4. How did you find out about this (these) job(s)? (Please circle all numbers that apply, and/or fill in the appropriate blanks)

1 NEWSPAPER; specify name(s) of paper(s):_____
2 JOB POSTINGS
3 WORD OF MOUTH
4 OTHER; please describe:_____

PLEASE CONTINUE....

Q-5. If you applied for <u>past 1988/89</u> Secondary school teaching positions with the Toronto Board, you may have previously received a questionnaire similar to this.

a. During the past 12 months, did you <u>receive</u> a similar questionnaire from the Toronto Board of Education? (Circle number of your answer)

1 YES
2 NO
3 NOT SURE

b. If 'yes', did you complete and <u>return</u> it to the Toronto Board of Education? (Circle number of your answer)

1 YES
2 NO
3 NOT SURE

Q-6. Each segment of Question #6 pertains to a distinct facet of the qualifications relevant to teaching.

a. What is the HIGHEST ACADEMIC (NON-EDUCATION) DEGREE you have completed, and when and where was it completed? (Circle number and fill in blanks)

	YEAR ACQUIRED	PROVINCE (in Canada) OR COUNTRY
1 THREE YEAR DEGREE (eg: BA, BSc, etc.)	_____	_____
2 FOUR YEAR DEGREE (eg: Hon BA, etc.)	_____	_____
3 MASTER'S (eg: MA, MSc, etc.)	_____	_____
4 DOCTORATE (eg: PhD, etc.)	_____	_____
5 OTHER, specify: _____	_____	_____

b. What is the HIGHEST EDUCATION DEGREE you have completed, and when and where was it completed? (Circle number and fill in blanks)

	YEAR ACQUIRED	PROVINCE OR COUNTRY
1 B ED	_____	_____
2 M ED	_____	_____
3 D ED	_____	_____
4 NO EDUCATION DEGREE COMPLETED		
5 OTHER, specify: _____	_____	_____

c. What type of TEACHING CERTIFICATION do you hold? (Circle number and/or fill in blank)

1 ONTARIO TEACHER'S CERTIFICATE
2 TEMPORARY LETTER OF STANDING
3 PROVISIONAL LETTER OF STANDING
4 PERMANENT LETTER OF STANDING
5 CERTIFICATION OBTAINED PRIOR TO 1978 WHICH DID NOT CONVERT TO OTC; please specify: _____
6 OTHER, please describe: _____

PLEASE CONTINUE....

d. List ALL BASIC TEACHING QUALIFICATION(S) you hold (eg: Intermediate/Senior (I/S); Primary/Junior/Intermediate (P/J/I); Technological Studies A, B) and when and where you acquired it (them). Include teaching subjects if applicable.

BASIC QUALIFICATIONS	TEACHING SUBJECT(S)	YEAR ACQUIRED	PROVINCE OR COUNTRY

e. List the ADDITIONAL QUALIFICATION(S) you have acquired (eg: Library Pt 2, Special Education Part 1, Honours Specialist) and when and where you acquired it (them).

ADDITIONAL QUALIFICATIONS	TEACHING SUBJECT(S)	YEAR ACQUIRED	PROVINCE OR COUNTRY

Q-7. A final aspect of qualifications is teaching experience. Part A applies to both contractual and long term occasional (LTO) positions. Part B refers to daily occasional/supply assignments.

a. Indicate the number of years (or parts of years, e.g. 1.5 years) you have taught since you gained teaching qualifications equivalent to Ontario teaching qualifications, specifying type of position (CONTRACT OR LTO), grade level(s) and the locations(s) in which you taught.

NUMBER OF YEARS	CONTRACT OR LTO	GRADE LEVEL	PROVINCE OR COUNTRY

b. Specify the years (or parts of years, e.g., from Jan 1987 to June 1987) during which you sought assignments as a DAILY OCCASIONAL, specifying grade level and location.

YEARS (FROM-TO)	GRADE LEVEL	PROVINCE OR COUNTRY

Q-8. Did you apply for current 1989/90 contract teaching positions with Boards of Education other than Toronto? (Circle number)

1 YES
2 NO

Q-9. Have you obtained a 1989/90 contract teaching position with a Board of Education? (Circle number)

1 YES
2 NO
3 OTHER (eg: supply, LTO, continuing ed, etc.)
Please specify: _____

We invite you to use the reverse, for any COMMENTS you may have regarding your experiences in seeking employment with the Toronto Board.

THANK YOU!

Appendix 9

Frequency distribution of qualifications by race

A. FREQUENCY DISTRIBUTION OF QUALIFICATIONS BY RACE: ELEMENTARY

	Criteria	Frequency Distribution White (N=288)	Non-white (N=37)
I	EDUCATION		
	A. Academic Degree		
	Undergraduate degree holders	79%	51%
	Graduate degree holders	15%	45%
II	QUALIFICATIONS		
	A. Basic Qualifications		
	Holder of Basic Qualifications from Ontario	67%	44%
	B. Additional Qualifications		
	Holder of additional qualifications	40%	53%
III	TEACHING EXPERIENCE		
	A. With prior teaching experience	70%	93%
	B. With prior Ontario teaching experience	49%	46%

B. FREQUENCY DISTRIBUTION OF QUALIFICATIONS BY RACE: SECONDARY

	Criteria	Frequency Distribution White (N=293)	Non-white (N=103)
I	EDUCATION		
	A. Academic Degree		
	Undergraduate degree holders	67%	48%
	Graduate degree holders	27%	50%
II	QUALIFICATIONS		
	A. Basic Qualifications		
	Holders of Ontario Teaching Certificate	75%	46%
	B. Additional Qualifications		
	Holder of additional qualifications	50%	43%
	C. Subject Areas		
	With qualifications in English	38%	20%
	With qualifications in Arts (.e.g. dance, music, visual arts)	25%	6%
	With qualifications in Science	13%	39%
	With qualifications in Math	13%	27%
	With qualifications in History	18%	12%
III	TEACHING EXPERIENCE		
	A. With prior teaching experience	79%	73%
	B. With prior Ontario teaching experience	68%	46%
	C. With daily occasional experience	53%	50%

Appendix 10

Actual and expected hires

Some qualifications appear to give candidates an advantage over other candidates-- possession of an Ontario teaching certificate, for example, compared to other types of teaching qualifications. This table tries to see to what extent qualifications can account for the hiring of teachers, taking into account that whites and non-whites collectively have different distributions of qualifications-- eg., 75% of white applicants in the secondary school panel had Ontario teaching certificates compared to 46% of non-whites.. Thus, if applicants were hired only according to what types of teaching certificates they had, one would expect 16 non-whites and 55 whites to be hired in the secondary sample (instead of 8 non-whites and 63 whites). An explanation of how the numbers were derived is provided in Section "C".

A. Elementary Teachers

Total of elementary teachers hired:	**Non-whites hired**	**Whites hired**	**Total hired**
	13	161	174
Type of qualification	**Non-whites expected to be hired according to qualification**	**Whites expected to be hired according to qualification**	**Total hired**
Education	21	153	174
Basic Qualification	22	151	173*
Additional Qualifications	24	149	173*
Teaching Experience	22	152	174
Ontario Teaching Experience	24	150	174

* This was slightly lower due to rounding.

B. Secondary Teachers

Total of secondary teachers hired:	**Non-whites hired**	**Whites hired**	**Total hired**
	8	63	71
Type of qualification	**Non-whites expected to be hired according to qualification**	**Whites expected to be hired according to qualification**	**Total hired**
Education	17	54	71
Teaching Certification	16	55	71
Additional Qualifications	18	53	71
Teaching Experience	18	53	71
Ontario Teaching Experience	17	54	71
Daily Occasional Teaching	19	52	71

C. Explanation of Expected Number of Hires

$$C = \sum_{i=1}^{N} (A \times B)$$

where C is the expected number of people in a subgroup who should have been hired (eg. non-whites in the sample of teacher applicants)

A is the number of people in that subgroup with that type of qualification (eg. non-whites with teaching experience)

B is the success rate people all people in that subgroup (eg. the success rate for all people with that qualification).

N is the number of types of that qualifications (eg. those with teaching experience and those without teaching experience)

Example

To find the success rate of non-whites factoring teaching experience for the secondary sample would be:

non-whites <u>with</u> teaching experience (75 applicants)	X	the success rate of all applicants with teaching experience (58 successful applicants out of 307 with teaching experience, or .189-- ie., 19% of those with teaching experience who applied)

PLUS

non-whites <u>without</u> teaching experience (28 applicants)	X	the success rate of all applicants without teaching experience (13 successful applicants out of 89 without teaching experience, or .146-- ie., 15% of those with teaching experience who applied)

= (75 x .189) + (28 x .146)
= 18.263

Thus, **18 out of 103** non-white applicants should have been successful, given the success rates of those with and without teaching experience (instead of 8 out of 103).

Appendix 11

Weighting methodology

The method for deriving the weight used to adjust for the low response rate of the unsuccessful applicants is as follows:

	SUCCESSFUL	UNSUCCESSFUL
Returns	(A) 209	(B) 154
Returns + Non-returns	(C) 307	(D) 647

$$\frac{D}{B} \div \frac{C}{A}$$

$$= \frac{647}{154} \div \frac{307}{209}$$

$$= 4.20130 \div 1.46890$$

$$= 2.8602$$

Appendix 12

Results from the Hiring Summary

The Hiring Summary is a record of elementary teaching job applicants on which the distribution of questionnaires by the Education offices and Special Education department was based. Although it has a great deal of useful information about the job applicants, it does not have race information, hence a survey was done to fill the information gap.

Success Rates

According to the Hiring Summary supplied by the Education Offices and Special Education department, there were 954 applicants who applied to the Toronto Board between December, 1988 and June 30, 1989 for elementary teaching positions.[22] Table A presents the application outcomes of these applicants by gender.

Among the 954 applicants, 307 were offered jobs by the Toronto Board of Education.[23] Thus, the overall success rate for elementary teaching job applicants, based on the Hiring Summary, was 32% (see Figure A). That is, of every ten applicants, approximately three succeeded in attaining an elementary teaching position. However, females had a higher success rate than males (34% vs 24%). One in three female applicants was successful compared to one in four for males.

Among the elementary teacher job applicants, the percent of females was 75% (see Table A). This corresponds with the proportion of female elementary teachers in the Toronto Board workforce in 1990 (76%). However, if females continue to have a higher success rate than males, it is likely to intensify the occupational segregation of elementary teacher as a female-dominated position.

Table A: Application Outcomes by Gender

Gender	Hired		Not Hired		Total	
Male	45	(15%)	141	(22%)	186	(19%)
Female	248	(81%)	471	(73%)	719	(75%)
Not known	14	(5%)	35	(5%)	49	(5%)
Total	307	(101%)	647	(100%)	954	(99%)

22. Some of these applicants have applied for more than one position, but were counted only once.

23. Of the 307 successful candidates, 273 accepted the job offer. However, these 273 new hires did not include those hired after June, 1989. According to the Board minutes, the total number of teachers hired for Fall 1989 elementary teaching positions was 303.

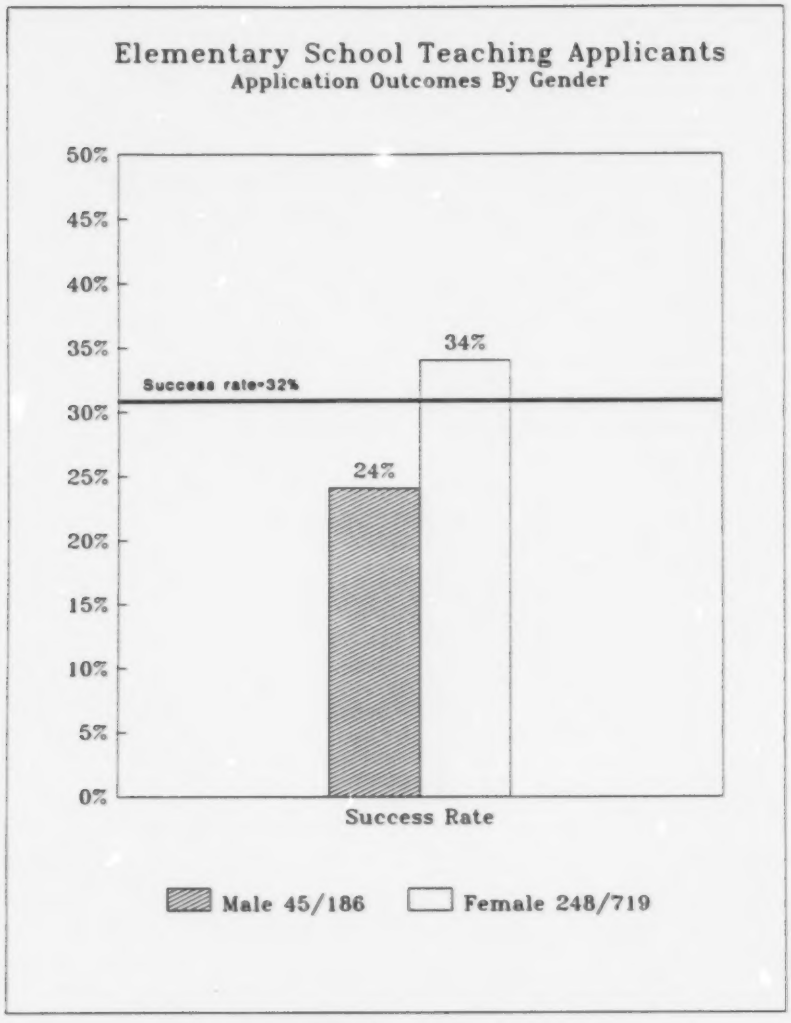

Figure A: Application Outcomes by Gender

Sources of Application

The Education Offices also provided information about the sources of applications for most of the applicants (see Table B): 14% from the various faculties of education (mainly from the University of Toronto), 15% from the occasional teacher pool, and (44%) came from the general pool.

Table: B. Sources of Application

Sources of Application	Hired	Not Hired	Total	
Occasional Teachers	81	58	139	(15%)
General Pool	93	330	423	(44%)
Education Faculties	51	82	133	(14%)
No. info./ other sources	82*	177	259	(27%)
Total	307	647	954	(100%)

* No. info./other sources include 3 successful candidates from the educational assistants pool and Metro. There is no information on the remaining 79 successful candidates.

However, the success rate was most favourable for those coming from the occasional teachers pool (58%), and least favourable for those from the general pool (22%). Those from the faculties of education had a 38% success rate. (See Figure B.)

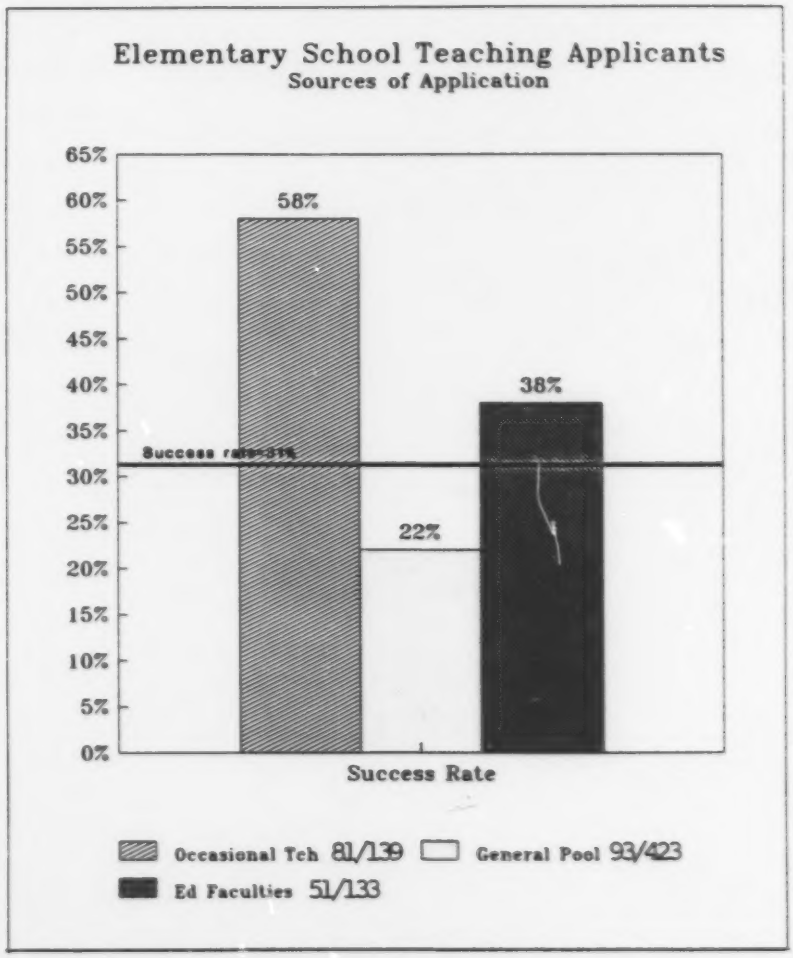

Figure B: Sources of Application

Appendix 13

Success rate by qualified subject

Subject	% of Total Sample	# of Successful Participants	Total # of Participants	Success Rate
TOTAL	100.0	73	404	18.1
English or ESL	32.7	23	132	17.4
Arts	19.8	12	80	15.0
Sciences	19.6	18	79	22.8
Math	16.6	13	67	19.4
History/Cont-emporary Studies	16.3	15	66	22.7
Geography	8.7	10	35	28.6
Contemporary Studies	5.9	5	24	20.8
Phys Education	5.7	5	23	21.7
Francais	5.4	4	22	18.2
Languages	3.5	2	14	14.3
Technological Studies	3.2	2	13	15.4
Business Studies	2.2	1	9	11.1
Data Processing/ Computer Science	2.2	2	9	22.2
Others (Special Ed, Library, Adult Ed)	2.7	2	11	18.2

NOTE: Columns will add up to more than 100 percent because some applicants were qualified in more than one subject. The row for "Total" includes respondents who answered the question on qualifications but gave no information on race or gender.

Appendix 14

Secondary panel: teaching experience

Participants with Teaching Experience

Subject	# of Successful Participants	Total # of Participants	Success Rate
TOTAL	58	307	19%
White female	39	151	26%
White male	13	81	16%
Non-white female	3	30	10%
Non-white male	3	45	7%

I. 1-4 Years Experience

Subject	# of Successful Participants	Total # of Participants	Success Rate
TOTAL	36	159	23%
White female	24	75	32%
White male	10	51	20%
Non-white female	2	12	17%
Non-white male	0	21	0%

II. 5+ Years Experience

Subject	# of Successful Participants	Total # of Participants	Success Rate
TOTAL	22	148	15%
White female	15	76	20%
White male	3	30	10%
Non-white female	1	18	6%
Non-white male	3	24	13%

Participants with Ontario Teaching Experience

Subject	# of Successful Participants	Total # of Participants	Success Rate
TOTAL	54	254	21%
White female	39	133	29%
White male	12	66	18%
Non-white female	3	22	14%
Non-white male	0	25	0%

I. 1-4 Years Experience

Subject	# of Successful Participants	Total # of Participants	Success Rate
TOTAL	38	161	24%
White female	27	81	33%
White male	9	50	18%
Non-white female	2	14	14%
Non-white male	0	16	0%

II. 5 + Years Experience

Subject	# of Successful Participants	Total # of Participants	Success Rate
TOTAL	16	85	19%
White female	12	52	23%
White male	3	16	19%
Non-white female	1	8	13%
Non-white male	0	9	0%

Appendix 15

A review of teacher hiring practices since 1989

- steps taken to facilitate the equitable treatment of candidates for teaching positions

Advertising:

- Advertisements are placed in the Toronto Globe and Mail newspaper outlining the areas of teaching for which applications are being accepted, certification required for each area, the Toronto Board of Education's Employment Equity Goals and Timetables. (see Appendix A)

- Visits from Toronto Board of Education staff are made to all the Ontario and Quebec faculties of education (Secondary panel visits concentrate on York University and the University of Toronto) in the fall or early winter to outline hiring practices and processes. Toronto Board of Education Information Folders are prepared and distributed to all interested applicants. These folders include documents such as:

    Board Mission Statement
    Board Employment Philosophy Statement
    Employee Benefit Information
    Maps of all Toronto schools
    Take a Closer Look (a focus on many of the highlights of working for the Toronto Board of Education)
    An outline of the areas of teaching for which applicants are being considered including certification required
    Current salary schedule
    French as a Second Language Information Brochure
    Outline of Benchmarks program
    Process of application for Elementary and Secondary Schools
    Application Form

- The Occasional teaching staff are informed of the Toronto Board's hiring through posters containing the same information as the newspaper advertisements. These are displayed on the occasional teaching bulletin board in every school. These posters are also made available to OPSEU. Application forms are available from the school principal's office.

The Process - Elementary:

- All applications received are screened for appropriate certification by the Hiring Co-ordinator. Those who do not meet the criteria as stipulated in the advertisement are returned with a personalized letter explaining why their application could not be considered and inviting a telephone call for further discussion.

- All applications which do meet the criteria as stated in the advertisement are acknowledged by a personalized letter.

- Applications from faculties of education students who meet the certification requirements are invited to an interview.

- Applications from the Toronto Board of Education Occasional Pool and other experienced applicants are referred to short listing teams for their consideration.

- Short listing of occasionals and experienced teachers is conducted by teams of Superintendents/Principals/Vice-Principals and Co-ordinators of Special Education. An emphasis is placed on the Toronto Board of Education's Employment Equity Goals and Timetables, recent experience, flexibility, multi-certification, multi-skills and the need for males in the primary division.

- Interview teams consist of Superintendents/Principals/Vice-Principals with an effort to include female/male/visible minority members.

- The Staff Development Department has implemented a training workshop for team members with a focus on interviewing skills. These training workshops will be continued to be offered in the future.

- Prior to each interview session, the Board's Employment Equity Goals and Timetables as well as flexibility, multi-certification, multi-skilled factors and the need for males in the primary division are taken into consideration.

- The interview teams are provided with "A Focus for Discussion" document which was developed by the School Superintendents as a guide to interview teams to assist them in developing interview questions. (Appendix B)

- After the interviews have been completed, successful applicants are informed by telephone followed by a letter of confirmation while unsuccessful candidates are notified by a personalized letter. The Hiring Co-ordinator personally answers all enquiries from unsuccessful applicants. When necessary, additional information is obtained from the chair of the interview team.

The Process - Secondary:

- All teaching vacancies are advertised in the Globe and Mail, with directions to apply to the school with the vacancy.

- All advertisements, effective Spring 1992, carry the following statement:

  "The Toronto Board of Education is dedicated to achieving a workforce that reflects the diversity of the population it serves. In accordance with our Employment Equity goals, applications are encouraged from **Aboriginal Peoples, Persons with Disabilities, Visible/Racial minorities and Women. Women with qualifications in Maths, Sciences, and Technological Studies are encouraged to apply**. Any school designated with an * has wheel-chair access. All qualified applicants will be considered. Selected applicants will be interviewed by a committee."

- Each individual who applies centrally is sent a personalized letter advising them to apply directly to the schools with advertised vacancies and advising when and where the ads will appear.

- While hiring is done by the individual school, in 1990 a formalized process was developed to help each school ensure fairness and consistency. The procedures each school is to follow are:

  1. Determine vacancy.

  2. Establish shortlisting/interview team (the "team") consisting of at least three members, at least one of whom should have appropriate subject expertise.

  3. The team to:

     (a) review "Guidelines for Processing Job Applications and Conducting Interviews" (Appendix K in Staffing Manual).
     (b) establish job-related criteria.
     (c) formulate questions which must address the criteria

  4. Advertise the vacancy through the Human Resources Division.

  5. The team to shortlist applicants according to the established criteria. At the shortlisting staffing meeting, the Principal with the vacancy will identify the members of the Team and identify the team member with the subject expertise.

6. In the case of teaching vacancies, school to:

   (a) advise by letter all candidates not selected for interview.
   (b) contact by telephone those candidates selected for interview and advise them of the availability before the interview of the criteria.

7. The team to interview short-listed candidates asking the formulated questions of each candidate. Each member of the interview team to take notes of each candidate's answers.

8. The team to select as the successful candidate the individual whose answers during the interview demonstrate that this individual best meets the established criteria.

9. Chair of the interview team to:

   (a) advise the successful candidate orally when appointment has been approved, i.e.
      - in the case of Positions of Added Responsibility, following approval by the Personnel and Organization Committee,
      - in the case of teaching positions, following concurrence of the Superintendent - Secondary Staffing
   (b) advise by telephone candidates unsuccessful in the interview. Be prepared to give specific feedback orally if requested by the individual. Such feedback should relate to the candidate's answers to questions in the interview and how these addressed the criteria.

Public Relations Focus:

The Toronto Board of Education has long been considered a leader and innovator in education. In order to maintain this image, the following steps are taken:

- personal presentations are made to the faculty students at Ontario and Quebec universities. In these sessions, the many positive aspects of working with the Toronto Board of Education are stressed.

- the consistent contact from year to year with the faculties of education assist in projecting a positive image of the Board.

- interviewing teams present a sensitive, professional attitude toward the applicants being interviewed. We receive many compliments from applicants, verbally and in writing, about the humane manner by which they were treated.

- a personalized letter is sent to every applicant.

- all expressed concerns are dealt with quickly, completely and in a positive and helpful tone.

- many telephone calls regarding clarification of qualifications, interview times, answering enquiries, etc., are made in the evening when it is more convenient for the applicant.

- after the hiring has been completed, any additional applications that are received are personally acknowledged indicating that hiring has been completed and their applications will be kept on file in case additional hiring should occur.

The Selection Process:

The following factors are taken into consideration when hiring:

- the results of the interview and the recommendations of the interviewing team.

- the Employment Equity Goals and Timetables of the Toronto Board of Education.

- the need for males in the primary division.

- the need for women in the Secondary panel in maths, sciences and technological studies.

- the need for flexible, multi-certificated, multi-skilled teachers.

- qualifications, experience and references.

Plans for 1992-1993:

- The Toronto Board of Education will implement, as a pilot project, the Teacher Apprenticeship Program (T.A.P.) in conjunction with the University of Toronto, Faculty of Education. This program will be implemented in such a way as to promote the Employment Equity Goals and Timetables of the Toronto Board of Education. (see Appendix C)

- In the future, the Board will include in the Information Package "A Focus For Discussion" which is a guide used by interview teams when they develop their questions.

- All applicants will be made aware of the Toronto Board of Education's Employment Equity Goals and Timetables and the need for males in the primary division, either through advertisements, presentations at the faculties or the Information Package.

- The Staff Development Department will be continuing the training workshops for team members with a focus on interviewing skills.

- The Equity Advisor, Visible/Racial Minorities, Equal Opportunity Office will be conducting workshops in the fall for occasional teachers, aboriginal peoples, persons with disabilities and visible/racial minorities on resume writing and interview skills.

- A team of Secondary Principals from the Employment Equity Network is providing sessions to ensure that all Secondary Principals are familiar with the Board's Goals and Timetables and our hiring initiatives.

TORONTO BOARD OF EDUCATION

CONTRACT TEACHING POSITIONS

Applications are invited from qualified teachers for the following elementary Contract teaching positions:

Duties to commence September 1, 1992

Kindergarten
Primary Grades
Physical and Health Education
Music
Special Education
French as a Second Language

Please specify for which of the above you are applying.

Apply to:

Michael Chomos,
Superintendent — Elementary Staffing,
Toronto Board of Education,
155 College Street,
Toronto M5T 1P6

Applicants for Special Education positions must hold Ministry qualifications, i.e. minimum of Special Education Part II Certificate with appropriate elective.

Applicants for French as a Second Language positions must hold Ministry qualifications, i.e. FSL 1 or equivalent. Candidates must be bilingual (French and English) and able/willing to teach in any of our French as a Second Language Programs: Core, Extended and Immersion, as well as our regular English language programs. The Toronto Board of Education offers a full range of French programs.

Applicants for Kindergarten and Primary grades must hold Basic Ministry of Education "Primary" teaching qualifications.

Applicants for Music and Physical and Health Education must hold Basic Ministry of Education "Junior" qualifications.

Candidates must demonstrate a willingness and ability to work effectively in a multicultural, multi-racial environment.

Applications, including your current Ontario Teachers' Qualifications Record Card, should be received in the Office of the Superintendent — Elementary Staffing not later than 4.30 p.m. on Friday, December 20, 1991.

The Toronto Board of Education is an equal opportunity employer. All qualified applicants will be considered. Selected applicants will be interviewed by a committee.

The Toronto Board is dedicated to achieving a work force that reflects the diversity of the population it serves.

In accordance with our Employment Equity goals, applications are encouraged from ABORIGINAL PEOPLES, PERSONS WITH DISABILITIES, VISIBLE/RACIAL MINORITIES AND MEN FOR THE PRIMARY GRADES.

Confidentiality: Personal information provided by applicants will be used for the purpose of this competition only and will be protected in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

APPENDIX "B"

ELEMENTARY TEACHER HIRING

A FOCUS FOR DISCUSSION

During the course of an interview it would be appropriate for the discussion to focus on the following areas:

- Curriculum Knowledge
- Class management strategies
- Classroom organization
- Child growth and development
- Role of the parent in the education process
- The applicant's awareness of the multi-ethnic milieu of our school communities
- The applicant's concept of the role of such educational strategies as the integrative approach, active learning and co-operative learning
- Knowledge of current pupil evaluation practises
- How the applicant sees the facilitation of learning for special needs children
- The applicant's concept of his/her role in the total life of the school
- The applicant's sensitivity to such Board policies as Affirmative Action and Race Relations

APPENDIX "C"

BOARD OF EDUCATION
Office of Director of Education

February 17, 1992

To the Chair and Members of the
Personnel and Organization Committee:

Enhancing our Teacher Pool

At the Personnel and Organization Committee meeting of May 13, 1991, Trustee Ottaway moved that the Director of Education be requested to:

> "(a) reassess the Toronto Board's involvement in the Teacher Apprenticeship Program (T.A.P.), with particular attention to the fact that the Board's educational assistants applying to the faculty may be disadvantaged by the fact that people in the T.A.P. program (offered by some other boards) are guaranteed admittance to the faculties of education at the University of Toronto and York University;
>
> (b) report the conclusions of this assessment to the Personnel and Organization Committee."

Consequently, staff investigated a number of options for apprenticeship programs, and met with the Associate Dean, Faculty of Education, University of Toronto. As a result of these investigations and discussions staff is proposing a pilot program for the 1992-93 school year, to include a maximum of ten elementary and ten secondary candidates.

The outline of the University of Toronto, Teacher Apprenticeship Program is attached as Appendix A. It is intended that the program at the Toronto Board be operated at minimal cost to the Board; therefore, instead of offering 75 paid half-day placements to the apprentices above establishment, it is proposed that the apprentices be engaged to fill educational assistant vacancies during the 1992-93 school year. This proposal has been shared with the president of the Educational Assistants Association (CUPE 3111).

Inservice must be provided for the apprentices by the Board. Apprentices will have access to the Board's and school based, on-going staff development programs; as well, inservice programs specific to the needs of the apprentices will be provided.

As this pilot project is being implemented, staff will continue to investigate other teacher preparation programs. As such programs develop and as our schools adjust to their role in providing teacher apprenticeship, expansion of teacher apprenticeship programs will occur. Staff will also develop programs to ensure that support staff, interested in becoming teachers, are kept informed of qualifications and requirements for entrance to faculties of education.

It is recommended that:

(a) the Board participate in a pilot Teacher Apprenticeship Program as described above with the University of Toronto for the school year 1992/93;

(b) the Teacher Apprenticeship Program be implemented in such a way as to promote the employment equity goals of the Board;

(c) the Director of Education continue to investigate and monitor other teacher preparation programs for possible future implementation; and

(d) programs be established to assist support staff who are interested in becoming teachers.

MICHAEL CHOMA
Superintendent - Elementary Staffing

JANET M. RAY
Superintendent - Secondary Staffing

HAROLD BRATHWAITE
Associate Director - Human Resources

JOAN M. GREEN
Director of Education